ED 350 381 AA 001 230

Resources in Education (RIE). Volume 28, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 350 382 CE 060 810

Sibbison, Virginia Hayes
The Gannett Foundation Literacy Challenge Grants Program 1987-1990. Assessment Report.
SPONS. AGENCY- Freedom Forum, Reston, VA.
PUB DATE- 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Cooperative Programs; Coordination; *Educational Innovation; Grants; Illiteracy; *Literacy Education; Nonprofit Organizations; Private Sector; Program Effectiveness; Program Evaluation; State Government; State Programs; *Statewide Planning; Success
IDENTIFIERS- *Gannett Foundation

This report describes how 20 states and Puerto Rico used $2.7 million awarded by the Gannett Foundation to build and expand adult literacy activities in a coordinated fashion statewide. Chapter 1 presents information on development of the Literacy Challenge grants program and brief descriptions of each project, including year funded, amount of awarded funds, and sponsoring agency. Chapter 2 provides an overview of the diversity, range, and magnitude of projects' efforts. Activities are generally grouped under information and referral, recruitment and training, resource and system expansion, evaluations, and unique project components. Chapter 3 discusses some complex and interesting aspects of the

ED 350 401 CE 062 018

Brady, E. Michael; And Others
Predictors of Success among Older Workers in New Jobs. Final Report.
SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.
PUB DATE- Mar 89
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employee Attitudes; *Job Satisfaction; *Job Search Methods; *Middle Aged Adults; *Motivation; Persistence; *Success; Values; Vocational Followup; Work Attitudes
IDENTIFIERS- Connecticut; Maine; *Older Workers

To examine older workers' general values toward work and their specific motivations when seeking a new job, a sample of 198 people aged 50 or older who had recently begun a new job were interviewed by telephone. A follow-up interview was conducted 4 months later (n=182). Regarding general work values, respondents ranked "feeling a sense of accomplishment" as their highest priority. Factor analysis of 16 work value items yielded 5 factors: material benefits, mental stimulation, job compatibility, flexibility, and social environment. The most important motivational value during pursuit of the new job was the desire to feel useful. Factor analysis of motivational items yielded two factors: material benefits/security and personal development/social. The follow-up interview revealed 75 percent of respondents were still at the same job. Being able to use previously developed skills, seeing the impact of one's work on the final product, having the freedom to decide what to do on the job, and not being too closely supervised all related to job persistence and work satisfaction among older workers. Stepwise multiple regression analysis revealed gender was the important predictor of persistence on the job, with women persisting more than men; worker independence was the most important predictor of job satisfaction and ability to use previously developed skills and abilities on the new job was the most important predictor of "fit" between job sought and job located. A major recommendation resulting from this research is for hirers to pay attention to the intrinsic (non-material) benefits of work as well as to the extrinsic (material) gains. Older workers are seeking a challenge and a sense of accomplishment. (Appendixes include 29 references, older worker referral materials, and interview schedules and instruments.) (YLB)

ED 350 402 CE 062 020

Munn, Pamela; And Others
Helping Adult Students Cope. Mature Students on Science, Mathematics & Engineering Courses.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Aug 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Ancillary School Services; *Coping; Educational Research;

ED 350 419 CE 062 099

A National Literacy Strategy for Older Canadians.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.; Ontario Office for Senior Citizens' Affairs, Toronto.
PUB DATE- 91
NOTE- 57p.; For a related document, see CE 062 100.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; *Educational Needs; Educational Policy; Foreign Countries; *Literacy Education; Middle Aged Adults; *Older Adults; *Policy Formation; Program Design; *Public Policy
IDENTIFIERS- *Canada; One Voice The Canadian Seniors Network

A national strategy to provide literacy education for all older Canadians who need it is described in this document. Developed in response to a 1989 survey finding that 64 percent of Canadians aged 55-69 experience some degree of trouble with everyday reading material, the strategy includes a rationale, objectives, and a 3-year start-up plan to develop the commitment, the tools, and the impetus to work toward the achievement of the goal of "a society where low literacy is not a barrier to full participation of seniors." The five chapters are as follows: (1) an introduction to the problems; (2) background information on literacy and seniors; (3) a rationale, guiding principles, and methods; (4) a 3-year start-up plan; and (5) and a conclusion calling for One Voice to take the lead in promoting literacy for older Canadians. Five appendixes list task force members, provide draft terms of reference for the proposed coalition and the secretariat, outline the elements of an awareness plan, list task force recommendations, and list publications on older adult literacy. (KC)

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ED 350 420 CE 062 100

Learning--That's Life! Conference Report and Recommendations. A National Conference on Literacy and Older Canadians (Ottawa, Ontario, Canada, April 1990).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).; National Literacy Secretariat, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.; Ontario Office for Senior Citizens' Affairs, Toronto.
PUB DATE- Apr 90
NOTE- 46p.; For a related document, see CE 062 099.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Literacy; Developed Nations; *Educational Needs; Educational Policy; Foreign Countries; *Literacy Education; Middle Aged Adults; *Older Adults; *Policy Formation; Program Design; *Public Policy
IDENTIFIERS- *Canada; One Voice The Canadian Seniors Network

As a result of a 1989 survey finding that 64 percent of Canadians aged 55-69 experience some degree of trouble with everyday reading material, One Voice, the Canadian Seniors Network, conducted a conference that brought together seniors, researchers, literacy project leaders, education professionals, community agencies and policy makers to examine the senior literacy problem and its solutions. The conference participants

ED 350 438 CE 062 120

Dental Laboratory Technology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 88p.; For the program guide, see CE 062 119.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Course Content; Dental Evaluation; *Dental Technicians; Dentistry; *Laboratory Technology; Postsecondary Education; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This guide contains 45 program standards for the dental laboratory technology program conducted in technical institutes in Georgia. The dental laboratory technology program, either diploma or associate degree, is designed to ensure that students gain basic competence in the job skills needed for an entry-level employee in dental laboratory technology. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

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ED 350 439 CE 062 121

Electrical Distribution Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 116p.; For the program standards, see CE 062 122.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; *Electrical Systems; *Electricity; *Electronic Technicians; Employment Potential; Entry Workers; Job Skills; Postsecondary Education; Program Guides; Safety; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide contains the standard electrical distribution

ED 350 456 CE 062 138

Respiratory Therapy Technology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 98p.; For the program guide, see CE 062 137.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Competency Based Education; *Medical Services; Physical Therapy; Postsecondary Education; *Respiratory Therapy; *State Standards; Technical Education; Technical Institutes; Therapists; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the respiratory therapy technology program in Georgia. The standards are divided into 12 categories: Foundations (philosophy, purpose, goals, program objectives, availability, evaluation; Admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); Program Structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); Program Evaluation and Planning (program evaluation, program planning, enrollment, graduation, and placement levels, attrition levels, student performance); Instructional Program (course content, course objectives, course instruction, occupation-based instruction, evaluation of students, grading system, laboratory management, equipment, supplies, and materials; physical facility); Academic Skills (academic requirements); Employability Skills (job acquisition, job retention and advancement); Staff (faculty qualifications and responsibilities); Advisory Committee (function, membership, meetings); Special Needs (commitment); Equity (commitment); and Health and Safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

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ED 350 457 CE 062 139

Surgical Technology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 163p.; For the program standards, see CE 062 140.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; Employment Potential; Entry Workers; Job Skills; Medical Services; Postsecondary Education; Program Guides; State Curriculum Guides; Surgery; *Surgical Technicians; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This surgical technology program guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a surgical technology program. The program guide is designed to relate primarily to

ED 350 474 CE 062 165

Walsh, Lynne
Student Destination Surveys: Design and Development of an Instrument for Use by TAFE Agencies.
SPONS. AGENCY- TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE- 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Foreign Countries; *Graduate Surveys; Postsecondary Education; *Program Effectiveness; Technical Education; *Test Construction; Test Content; Test Format; Test Validity; Vocational Followup
IDENTIFIERS- *Australia

The development of the student destination survey instrument was a response to an identified need for a tool to measure the effectiveness of Technical and Further Education (TAFE) programs in Australia. The requirement was for a tool that was flexible in accommodating changing course structures and consistent across state and territory boundaries. An issues paper identified six major issues that were constructive in determining the direction of the research. The instrument was designed as a direct mail questionnaire that could be used for telephone surveys; both methods were tested. The questionnaire was redeveloped and reconstructed. The 163 total responses received from the 470 students sampled through both the mail and telephone sampling comprised a statistically viable 35 percent response rate. The data entry and trial analyses (frequencies, cross-tabulations, and correlations) were used to diagnose further problems in the questionnaire. A number of apparent difficulties were identified and addressed by the modification of the questionnaire to produce the final version. (Appendixes include an 11-item bibliography, a list of 12 survey instruments, a coding and analysis guide--supplement, an issues paper, draft questionnaire versions 1 and 2, correspondence, a sample of coded data and listing, and the final version of the questionnaire format.) (YLB)

ED 350 475 CE 062 166

Hayton, Geoff; Loveder, Philip
Workplace Reform and TAFE: Four Case Studies.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business; Case Studies; Change Strategies; *Educational Change; Foreign Countries; *Industrial Structure; Industry; Job Training; *Labor Force Development; Literature Reviews; *Organizational Change; *Organizational Development; Postsecondary Education; Productivity; School Business Relationship; Technical Education; *Vocational Education
IDENTIFIERS- Australia

To meet new market requirements and respond to increasing international competition, enterprises in Australia are introducing competitive strategies involving workplace reform. Many enterprises are adopting a strategy for change that is

ED 350 494 CG 024 546

Eldridge, Natalie S.
Mentoring from a Self-in-Relation Perspective.
PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Employed Women; *Females; Interpersonal Relationship; *Interprofessional Relationship; *Mentors; Models

The theoretical explication of the meaning of relationships in women's lives by researchers at the Stone Center for Developmental Services at Wellesley College brings a rich dimension to the topic of women mentoring women. Rather than trying to understand the development of a "separate self," the Stone Center group has been exploring the development of the "self-in-relation." The concept of relational empowerment, or mutual empowerment, refers more to a "power with" model. From the perspective of the self-in-relation model of development, it is fairly obvious that the psychosocial functions such as role modeling, acceptance and confirmation, counseling, and friendship will carry more import for many women than will the career functions of sponsorship, coaching, protecting, or making the protege known to others. The self-in-relation theory would suggest that the quality of the same-sex mentor dyad for women has the potential for being more mutual in power and provide a fuller range of empathy due to women's developmental experiences. Women's ways of being are often devalued, leaving them somewhat inhibited and feeling inadequate on the job. Limitations to female dyads include that they are still difficult to find; relational aspects of mentoring are not always what gets people ahead in organizations; and people may be affected by underlying expectations of a female authority figure. (ABL)

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ED 350 495 CG 024 547

Stevens-Smith, Patricia; Hughes, Marcia M.
Legal Issues in Marriage and Family Counseling. The ACA Legal Series. Volume 7.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling Techniques; *Counselor Role; *Divorce; *Family Counseling; Legal Problems; *Legal Responsibility; *Marriage Counseling

This monograph focuses on practical information and offers guidelines for professional counselors who practice marriage and family counseling. It discusses the importance of specialized training for professional counselors to ensure working ethically with couples and families, and it reviews

ED 350 515 CG 024 569

Citizen's Alcohol and Other Drug Prevention Directory: Resources for Getting Involved.
PUB DATE- 90
NOTE- 272p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Abuse; Drinking; *Drug Abuse; Federal Government; Federal Programs; Government Role; *Prevention; State Programs

This directory presents information about alcohol and other drug abuse prevention and prevention services and activities available around the United States. It is noted that this directory was designed to assist individuals and communities who want to participate in America's prevention efforts and to help them match their knowledge, skills, and needs to organizations with related services. Chapter 1 provides a broad overview of alcohol and other drug abuse prevention starting with a definition of prevention and a discussion of the theoretical and pragmatic foundations of prevention programs and research. Chapter 2 examines the role of the federal government in prevention on an agency-by-agency basis. Chapter 3 describes a broad range of national, not-for-profit, and nonprofit voluntary and professional organizations that are involved in the prevention of alcohol and other drug problems. Chapter 4 presents information on prevention activities and resources at the State level. It describes the roles of State government in each State and lists agencies, organizations, grantees, and contractors who are coordinating, helping, and encouraging volunteer prevention efforts. Chapter 5 describes the services of major national prevention resources and information providers. Chapter 6 is a glossary of terms, words, and acronyms that are commonly used in the prevention field. (ABL)

ED 350 516 CG 024 570

Alcohol and Health. Seventh Special Report to the U.S. Congress from the Secretary of Health and Human Services.
PUB DATE- Jan 90
NOTE- 313p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; Clinical Diagnosis; *Drinking; Driving While Intoxicated; Epidemiology; Etiology; Genetics; Health; Pathology; Prevention; Public Health; Research

This report describes recent progress in knowledge on alcohol abuse and alcoholism. These topics are covered: (1) alcohol abuse and alcoholism, including drinking patterns, etiology, and alcohol dependence as a disease; (2) epidemiology, including morbidity and deaths; (3) genetics and environment, including twin and adoption studies, animal studies, potential markers of susceptibility, psychological and social processes, longitudinal studies generational trends in familial alcoholism, and perspectives on gene-environment; (4) neuroscience, including acute and chronic effects of alcohol, behavioral measures and alcohol as a reinforcing substance, and alcohol effects on the human brain; (5) medical consequences, including alcohol-induced liver disorders, effects on the gastrointestinal tract, nutritional and metabolic disorders,

ED 350 536 CG 024 590

Greenspun, Wendy
Transference and Countertransference Reactions in Therapy with Incestuous Families.
PUB DATE- Aug 92
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; *Counselor Attitudes; *Counselor Characteristics; *Counselor Client Relationship; *Family Problems; Family Relationship; *Incest
IDENTIFIERS- *Countertransference; *Transference

This paper describes some of the complex difficulties faced by therapists treating incestuous families. The many levels of transference and countertransference are described, pointing to one reason for treatment complexity. It is claimed that the therapist's emotional reactions can be understood as a parallel to the internal and interpersonal dynamics in the family, and utilized as a tool in treatment. Specific countertransference difficulties which are addressed include feelings of hate towards the incest perpetrator, discomfort in discussing sexuality, victim/victimizer patterns, and boundary violations in treatment. The histories of sexual abuse of the perpetrator and the spouse in incestuous families is reviewed. Therapeutic boundaries are described. Case presentations are utilized to illustrate these ideas. Literature on relevant topics is cited. It is noted that whatever form countertransference takes, it is essential that the family therapist be able to use the feelings to understand parallel experiences in the family as a whole and in the individual members' internal worlds and that feeling perplexed in treatment is often a necessary step for the therapist in digesting the experience in order to use it therapeutically. It is concluded that only when therapists are able to tolerate the difficult feelings can they expect the incestuous family to have the courage to set out on its own painful journey toward change. (Contains 19 references.) (Author/ABL)

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ED 350 537 CG 024 591

Greenspun, Wendy
Discovering Father-Daughter Incest as an Internal Depiction of Family Trauma.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Division 39 (Psychoanalysis) of the American Psychological Association (Philadelphia, PA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Daughters; Family Counseling; Family Problems; *Fathers; *Incest; *Parent Child Relationship

The ramifications of father-daughter incest for both the victim and the entire family has been gaining well-deserved attention in recent years. Discovery of incest while it is occurring

ED 350 557 CG 024 613

Novy, Diane M.; Francis, David J.
An Application of Hierarchical Linear Modeling to Group Research.
PUB DATE- Aug 89
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Group Behavior; Group Counseling; *Groups; Individual Characteristics; Models; *Research
IDENTIFIERS- *Hierarchical Linear Modeling

Hierarchical linear models distinguish between the individual and the group levels of data. Hence, they are often referred to as multilevel models. It is easiest to think of hierarchical linear models as special regression models that allow simultaneous investigation of the respective roles that individual and group characteristics play in the attainment of treatment goals. A hierarchical linear model can be fit to the data to investigate the contribution of individual characteristics to young people's end of treatment attainment and to determine how these relations are influenced by group characteristics. To simplify, people think of data as consisting of only two levels: individuals nested within treatment groups; and groups. The data are thus described by two models: the first model is based on individual data. It describes the prediction of individual outcome from individual characteristics and is referred to as the within-unity, or unit level mode. The second model expresses the variability in regression coefficients as a function of group-level variables. This model is referred to as the group-level, or between-unit mode. The majority of research studies on group therapy have ignored the group effect. Given the fact group characteristics are the prime reason for selecting this treatment modality, it appears important to include these characteristics in any model for treatment effectiveness. (ABL)

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ED 350 558 CG 024 614

Redman, Julie M.
Women and AIDS: What We Need To Know. A Workshop and Resource Manual on Educating Women about AIDS and Safer Sex (January 1988).
SPONS. AGENCY- Planned Parenthood Federation of America, Inc., New York, N.Y.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Change; *Females; Group Counseling; *Sexuality

This document focuses on women and Acquired Immune Deficiency Syndrome (AIDS). The first part discusses the topic of women and AIDS. A workshop is described and a agenda provided. The role of facilitators is discussed. Materials required for the workshop are listed. The second section presents a curriculum on women and AIDS. An overview of the workshop and an ice breaker are included. Activities and curriculum are presented in these areas: (1) medical aspects of AIDS for women; (2)

ED 350 578 CS 011 059

Erpelding, Diana
Integrating Whole Language with the Basal Reader To Increase the Use of Language and Comprehension of Literature.
PUB DATE- 90
NOTE- 41p.; M.A. Project, Marycrest College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Elementary Education; Grade 3; Grade 4; Instructional Effectiveness; Journal Writing; Reading Achievement; *Reading Attitudes; Sustained Silent Reading; *Whole Language Approach
IDENTIFIERS- Ottumwa Community School District IA

A study examined whether the integration of whole language with the basal reader would increase the use of language and comprehension of literature. Twenty students and one teacher in a split third/fourth grade classroom in a predominantly white, lower socioeconomic school in Ottumwa, Iowa, participated in the study. For 16 weeks, students wrote in journals daily, read silently every day, and were exposed to a variety of whole language activities as well as using their basal readers. Students were pre and posttested using a reading attitude survey, a reading inventory, and a curriculum-based assessment. Results indicated that: (1) there was an increase in punctuation, length of sentences, subject verb use and length of written work; (2) all students showed an increase of one grade level in comprehension; and (3) there was a 2% increase in positive attitudes toward reading. Findings suggest that the students benefitted from the combined use of whole language and the basal reader. (Two figures and one table of data are included; the reading attitude survey and 66 references are attached.) (RS)

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ED 350 579 CS 011 060

Dunning, David B.
Instructional Questions That Clarify Story Characters' Feelings and Motivations: Their Effect on Students' Narrative Comprehension.
PUB DATE- Oct 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 3; Inferences; *Instructional Effectiveness; Narration; Primary Education; *Reading Comprehension; *Reading Instruction; Reading Research; Story Reading
IDENTIFIERS- Questions

A study investigated whether classroom reading instruction that focuses students' attention on story characters' motives and feelings improves their narrative comprehension. The subjects for this study were 48 third-grade students from 3 different classrooms in the same school. Two different treatments were used: the External Events (control) treatment, which highlights the relative order of the observable, external events of the story, and the Internal States (experimental) treatment, which clarifies story characters' feelings and motivations. Significant results, favoring the Internal States group, were found in analyses for two of the dependent measures taken on new uninstructed stories: a holistic quality rating of the students' retellings and their responses to an oral probe

ED 350 599 CS 213 358

Latchaw, Joan S.
Where Is the "Critical" in Critical Thinking?
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Controversial Issues (Course Content); *Critical Thinking; Educational Trends; Elementary Secondary Education; Higher Education; *Politics of Education; Textbook Content; Textbook Publication; *Textbooks; Thinking Skills; Writing Processes
IDENTIFIERS- *Writing Contexts

Because it has been overworked, underanalyzed, and undefined, critical thinking has come to mean anything or nothing. The best work on critical thinking imagines it as an act of composing and revising. Definitions of critical thinking have undergone a historical evolution--from general problem-solving "skills" to a complex of higher-order reasoning strategies. When critical thinking in composition is well grounded in theory, exciting pedagogies emerge. Basic errors in textbooks hinder critical thinking; more reliable textbooks often give only a nod to critical thinking. All too often, texts merely undergo a facelift to make them more marketable. John Patrick recommends that students learn to develop critical attitudes by applying issues of constitutional democracy to the real world. However, the critical inquiry he advocates is often construed as dangerous: (1) issue-centered classrooms emphasize controversy; (2) teachers are unprepared and uncomfortable with inquiry methods; and (3) schools have traditions and administrations that are not easily changed. Despite these problems, some educators are inventing new pedagogies and designing research consistent with critical thinking theory. Critical thinking's future depends on the strength of further inquiry to reveal whether this movement is trickling down into the nooks and crannies where it is truly useful. (A 15-item annotated bibliography is attached.) (RS)

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ED 350 600 CS 213 503

Lang, Susan M.
Creating a Community of Learners Using Hypertext.
PUB DATE- 1 May 92
NOTE- 13p.; Paper presented at the Annual Computers and Writing Conference (8th, Indianapolis, IN, May 1-3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Classroom Environment; *Computer Assisted Instruction; Course Content; Course Descriptions; Discussion (Teaching Technique); Higher Education; *Hypermedia; *Instructional Innovation; *Literary Criticism
IDENTIFIERS- *HyperCard; Writing about Literature

A HyperCard stack can be a primary computer-assisted instructional element in a freshman literature course and in an upper division "period" course. These stacks provide new alternatives for conventional classroom activities and add some

ED 350 620 CS 213 569

Limbert, Claudia A.
Writing across the Curriculum: A How-To Plan for a "Writing-in-the-Social Sciences" Class That Works.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Course Descriptions; Family History; Higher Education; *Interviews; *Local History; Oral History; Peer Evaluation; Undergraduate Students; *Writing Across the Curriculum; Writing for Publication; Writing Instruction
IDENTIFIERS- Foxfire; Pennsylvania; Writing Contexts

A writing course (adapted from Eliot Wigginton's "Foxfire" method) for college freshmen and sophomores is taught in a way that is not only important to the students concerned but to their community--a valley in the "rust belt" of Pennsylvania--as a whole. The course differs from the usual writing-in-the-social-sciences course in three ways: (1) students work with three historical topics that are closely tied to their locale; (2) the students use primary materials (diaries, letters, scrapbooks, quilts, original maps and drawings); and (3) the students view themselves as professional writer-editors and act accordingly. The course is taught each fall with editing in the spring and publication in the summer of an annual soft-cover compilation. Early in the course, students are taught how to conduct interviews. Classes deal with group editing of students' articles and grammar review. A few classes are devoted to viewing a series of films, followed by discussion. After the semester is over, articles to be published are selected by the instructor with the help of volunteer student editors. The course is successful--the community feels good about preserving local history, the students begin to value their community, and families are sometimes brought together as they share memories and family history. (A flyer describing the course, the syllabus, a student questionnaire, and a publication release form are attached.) (RS)

ED 350 621 CS 213 572

Parmeter, Sarah-Hope
Current Practices and Concerns of Teachers Integrating Lesbian and Gay Materials into the Composition Curriculum: Or, What Are We Doing and How Are We Doing It?
PUB DATE- Mar 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College English; College Faculty; *Course Content; Higher Education; *Homosexuality; *Teacher Behavior; *Teacher Role; Undergraduate Students; *Writing (Composition); Writing Instruction
IDENTIFIERS- Writing Contexts

A number of teachers have for some years been creating lesbian and gay-inclusive college-level composition courses. Teachers

ED 350 640 CS 507 987

Thompsen, Philip A.; Ahn, Dong-Keun
To Be or Not To Be: An Exploration of E-Prime, Copula Deletion and Flaming in Electronic Mail.
PUB DATE- Feb 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Electronic Mail; Higher Education; Language Attitudes; Language Research; *Language Styles; *Semantics; *Verbs; Writing Research
IDENTIFIERS- *Copula Deletion (Grammar); *E Prime; General Semantics Paradigm (Korzybski)

A study explored the efficacy of the general semantic technique of E-Prime (a technique for increasing awareness of abstraction through the deliberate deletion of all forms of the verb "to be") through a study of copula deletion (omission of auxiliary verbs) and flaming (the fervent exchange of emotionally charged messages) in electronic mail. A computer program was developed that administered an interactive questionnaire to 227 users of an electronic mail system at a major university. Results indicated that: (1) fewer than half of those surveyed were aware of either copula deletion or flaming in electronic mail; (2) the most frequently cited motivation for copula deletion was the desire to write messages quickly; and (3) no statistically significant relationship was found between copula deletion and flaming in electronic mail. Findings suggest that the omission of the verb "to be" does not by itself convey the advantages of E-Prime. Findings also suggest that copula deletion and flaming are not as widespread in electronic mail in a university setting as they may be in other settings, perhaps because of a greater stigma attached to nonstandard English usage. (Four charts and three tables of data are included; 27 references and the questionnaire are attached.) (Author/RS)

ED 350 641 CS 507 990

Zerbinos, Eugenia; Clanton, Gail Alice
Minority Public Relations Practitioners: Career Influences, Job Satisfaction, and Discrimination.
PUB DATE- Aug 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). Occasional type smudges may impair legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Counselor Role; *Equal Opportunities (Jobs); Higher Education; *Job Satisfaction; *Minority Groups; *Public Relations; *Racial Discrimination; Sex Differences
IDENTIFIERS- Career Barriers; *Professional Concerns

A study explored the factors that influenced the career choice of minority public relations professionals, the level of satisfaction with their career choice, and whether they perceive that they have been victims of labor market

ED 350 660 EA 024 340

Clark, David L.; Astuto, Terry A.
A Decade of Change in Educational Research on Organizational Structure and Governance. Highlights from the "Encyclopedia of Educational Research."
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Educational Theories; Elementary Secondary Education; *Encyclopedias; *Governance; *Organization; Organizational Theories; *Research Methodology
IDENTIFIERS- *Encyclopedia of Educational Research

The section on "organizational structure and governance" in the sixth edition of the Encyclopedia of Educational Research differs from other editions. It is the first that reflects with some breadth and depth alternative, neo-orthodox perspectives that challenge the traditional understandings of organizing and governing. This nonorthodox body of theory and research is represented in both the methodology of inquiry and the substantive findings of that inquiry. This paper describes the nature of the nonorthodox challenge represented in the encyclopedia and illustrate that challenge in a set of substantive areas. These include the nature of the nonorthodox challenge in terms of the different perspectives on the nature of knowledge, different ways of inquiring, and the impact of the nature of society and the relationship of societal change to social relationships among individuals in organizations. Four substantive illustrations are given to demonstrate how nonorthodox perspectives have altered understanding of organizations and organizing: (1) the role of goals; (2) the processes of decision making; (3) the nature of organizational culture or the social construction of reality; and (4) the nature and processes of organizational change. (RR)

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ED 350 661 EA 024 341

Hall, Valerie; Wallace, Mike
Shared Leadership through Teamwork: A Cultural and Political Perspective.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Contains thin, light type in portions of document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Interaction; Intermediate Grades; *Leadership; Master Teachers; *School Administration; Secondary Education; *Teamwork
IDENTIFIERS- *England; Senior Management Teams (Great Britain)

The purposes of this paper are twofold: (1) to propose a dual perspective combining cultural and political concepts as a basis for developing sociological understanding of teamwork in school leadership; and (2) to apply this perspective to

ED 350 680 EA 024 365

Keeping Children in School: Sounding the Alarm on Suspensions.
PUB DATE- Aug 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Probation; Behavior Problems; *Discipline; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Expulsion; *Public Schools; Sanctions; *Suspension
IDENTIFIERS- *Oakland Unified School District CA

Issues in suspension reform are examined in this document, which identifies the need for reform in the Oakland, California, public schools and offers suggestions. Data was derived from the conclusions of educational researchers, experiences of educators and students, and analysis of local data. Following the overview, which asserts that the level of student suspensions in the district is too high, the next section describes the district's suspension process and how it negatively affects students. The next two sections describe the suspension policy's disparate impact on different populations, primarily African American males, junior and middle school students, and poor achievers. Three commonly held assumptions used to justify suspensions are refuted. The next sections present examples of suspension reform in East Augusta Middle School in Augusta, Georgia and in Melrose Elementary School, Oakland, California. Lessons learned from the stories of these two schools are discussed. The final section outlines recommended actions for board members, the superintendent, schools, parents, and community. Members of the Board of Education and the Superintendent should: set expectations, provide data and expertise, and report results. Schools should: (1) focus on good teaching and learning as key to good student behavior and academic outcomes; (2) hold high expectations for student behavior; (3) examine discipline referrals, suspension practices and their patterns of impact on students for indications of excessive use and/or discriminatory impact; (4) describe school progress in the School Accountability Report. Parents, caregivers and community members should: (1) know your school's discipline policy and ask about suspension practices; (2) make sure your child understands your expectations for appropriate behavior; (3) respond to early warning signals; (4) be alarmed if your child is suspended; (5) ask school to provide information on suspension practices; and (6) organize parents to work with school staff on strategies to reduce the use of suspension. Nine tables and 12 figures are included. Appendices contain statistical tables on suspension rates, student enrollment and suspended students by race in elementary, junior, and senior high schools. (Contains 15 references.) (LMI)

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ED 350 681 EA 024 367

Lane, Kenneth E.; Richardson, Michael D.
Critical Thinking for Administrators: The Cookbook Mentality Syndrome.
PUB DATE- 10 Aug 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (46th, Terre Haute, IN, August 8-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 350 702 EA 024 397

Willis, Norman
New Technology and Its Impact on Educational Buildings.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Environment; Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Information Dissemination; School Buildings; *Technological Advancement; *Technology
IDENTIFIERS- *Organisation for Economic Cooperation Development

The results of the OECD's recent work on the impact of new technology on educational facilities are presented in this document, which draws particularly on the proceedings of an international seminar held in Rochefort-sur-Mer, France, in June 1991. The introduction identifies issues posed by new technology to educational facility designers and managers, and includes two articles: "Myths and Realities," by Jacques Herbenstreit; and "The Task of Educational Building Designers," by Sam Cassels. The second section summarizes seminar papers with regard to changes in technology, society, education, buildings, and technology-based learning in continuing education and training. Seminar papers and authors are listed. Technological, societal/political, and education/training trends are described in section 3, and the fourth section offers forecasts for buildings, structures, and use of building space. Section 5 provides conclusions pertaining to: the interface between technology, education, and society; changes in the educational structures and methods; and changes in buildings. Adaptability must be built into the system to accommodate the great pace and impact of change as the world moves into a postindustrial, information-based era. Two figures are included. References accompany individual sections. (LMI)

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ED 350 703 EA 024 398

State of Maryland Emergency Preparedness Planning Guide for Maryland Schools.
PUB DATE- Jan 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Elementary Secondary Education; *Emergency Programs; Guidelines; *Natural Disasters; *School Districts; *School Safety; State Action; *Statewide Planning
IDENTIFIERS- *Maryland

Guidelines to help local school systems in Maryland develop a comprehensive emergency plan and to increase student awareness are offered in this handbook. Following the introduction, chapter 1 outlines the roles of all participants in emergency planning and response. Chapter 2 describes the process for preparing an emergency plan, including recommendations for

ED 350 726 EA 024 443

Lumsden, Linda S.
Prospects in Principal Preparation. ERIC Digest, Number 77.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Decision Making Skills; Educational Administration; Elementary Secondary Education; *Leadership Training; *Principals; Problem Solving
IDENTIFIERS- ERIC Digests

Prospects for making formal principal preparation programs more relevant to actual administrator experience are described in this Digest. First, some of the deficiencies of traditional preparation programs are outlined. Next, ways in which shared decision making and decentralization have affected principals' preservice training needs are described. Subsequent sections discuss the application of problem-based learning to educational administrator training programs, the need for strategic thinking skills, and the importance of collaboration among state agencies, school districts, professional associations, and other agencies for fundamental change. (Contains 7 references.) (LMI)

ED 350 727 EA 024 455

Gaustad, Joan
School Discipline. ERIC Digest, Number 78.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Problems; *Discipline; *Discipline Policy; Elementary Secondary Education; Sanctions; *School Policy

Ways in which schools can handle student discipline problems are described in this Digest, which asserts that effective strategies aim to encourage responsible behavior and provide all students with a satisfying school experience. The document outlines the school characteristics associated with discipline problems, examines ways to decrease disruptive and increase positive student behavior, discusses the role of administrative leadership, and describes ways to develop and implement a schoolwide discipline plan. (Contains 12 references.) (LMI)

ED 350 728 EC 301 522

Herz, Susan; And Others
Inter-Agency Collaboration between a Clinical Early Intervention Program and a Residential Care Setting To Meet the Needs of a Toddler.
PUB DATE- Dec 91
NOTE- 17p.; Paper presented at the National Center for Clinical Infant Programs Training Institute (7th, Washington, DC,

ED 350 746 EC 301 553

Inge, Katherine J., Ed.
Consumer Leadership in Supported Employment.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 9p.; For a related document, see EC 301 554.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Action Research; Adults; *Advocacy; Communication Skills; *Disabilities; *Leadership; Measures (Individuals); Opinions; Participative Decision Making; Participatory Research; Rehabilitation; Social Integration; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- *Self Advocacy

This newsletter issue provides rehabilitation professionals with various information pieces concerning consumer leadership in supported employment of people with disabilities. First, a chart lists five questions concerning self advocacy and supported employment, and provides consumer responses to the questions. A second item describes participatory action research at the Rehabilitation Research and Training Center on Supported Employment (Virginia), especially consumer monitoring of supported employment and development of the Vocational Integration Index. Other items are a list of principles of communication from a consumer perspective, a list of 10 consumer rights related to self advocacy issues, and guidelines for professionals working with constituents to facilitate self advocacy. (DB)

ED 350 747 EC 301 554

Brooke, Valerie, Ed.; And Others
Consumer Advocacy and Supported Employment: A Vision for the Future.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 64p.; For a related document, see EC 301 553.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Adults; *Advocacy; Assistive Devices (for Disabled); Career Development; Case Studies; *Consumer Education; *Disabilities; Organizational Development; Organizations (Groups); Program Development; Referral; Resources; *Supported Employment; Technology; *Vocational Rehabilitation
IDENTIFIERS- *Empowerment; *Self Advocacy

This monograph presents the philosophy of the Rehabilitation Research and Training Center on Supported Employment (Virginia) concerning consumer advocacy and supported employment for persons with disabilities. An introductory chapter looks at origins of supported employment, its relationship to consumer advocacy, and challenges facing these fields. Eleven issues are then addressed, including: (1) career advancement; (2) choice and empowerment; (3) systems barriers; (4) families; (5)

ED 350 765 EC 301 572

Woodward, John
Workforce 2000 and the Mildly Handicapped. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 21p.; For related documents, see EC 301 540, EC 301 567-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Economic Factors; Educational Change; Educational Needs; Educational Technology; *Education Work Relationship; Elementary Secondary Education; *Employment Opportunities; Employment Potential; *Futures (of Society); Lifelong Learning; *Mild Disabilities; Regular and Special Education Relationship; Social Problems; *Special Education; Teacher Role; Trend Analysis
IDENTIFIERS- *Workforce 2000

As part of a 3-year study to identify emerging issues and trends in technology for special education, this paper explores the changing nature of the workforce in relation to concurrent changes in education services for students with mild disabilities. Current trends are identified and projections for the next decade are offered, which include the decline of manufacturing and increasing trends toward a service economy, as well as changing expectations for workers in the direction of demanding higher skill levels and decreased opportunities for unskilled workers. The implications of these trends for special education suggest that it is imperative that special education participate in substantive reform and reconceptualize students with mild disabilities to avoid negative stigmatization and related economic consequences. Special educators are urged to be proactive in defining new educational standards which reflect the coming economic environment. The use of effective technology is offered as one way to enable special education students to attain higher levels of performance. A more comprehensive view of education to include adult training and retraining is also recommended. (Contains 19 references.) (DB)

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ED 350 766 EC 301 573

Woodward, John
Virtual Reality and Its Potential Use in Special Education. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 15p.; For related documents, see EC 301 540, EC 301 567-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accessibility (for Disabled); Computer Assisted Instruction; *Disabilities; Educational Media; *Educational Technology; Elementary Secondary Education; Instructional Effectiveness; *Interactive Video; *Research and Development; Research Needs; *Special Education; *Technological Advancement; Technology Transfer; Theory Practice Relationship; Trend

ED 350 786 EC 301 597

Roessler, Richard T.; Brolin, Donn E.
Life Centered Career Education: Competency Units for Occupational Guidance and Preparation. Volumes 1 and 2.
PUB DATE- 92
NOTE- 670p.; For related material, see EC 301 595-598.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Career Awareness; Career Choice; *Career Education; Career Guidance; Career Planning; *Disabilities; Elementary Secondary Education; Experiential Learning; *High Risk Students; Job Application; Job Search Methods; *Job Skills; Learning Activities; Lesson Plans; Prevocational Education; *Student Educational Objectives; Vocational Education
IDENTIFIERS- *Community Based Education

This set of instructional units and assessment instruments is intended for use with the Life Centered Career Education Program, a field-tested curriculum for special education and other at-risk students which develops daily living skills, personal-social skills, and occupational skills. The skills are organized into 22 major competencies (97 basic skill areas), 4 stages of career development, and 3 major instructional settings (classroom, home, and community). Introductory material explains the curriculum rationale, describes curriculum components and materials, and provides general guidelines for teachers. The lesson plans typically include an instructional objective, suggested resources, a lesson introduction, time requirements, activity tasks, and evaluation guidelines. A variety of worksheets accompanies many of the lesson plans. These 2 volumes present activities for the development of occupational guidance and preparation, comprising 6 competencies and 28 subcompetencies. The six competencies are: (1) knowing and exploring occupational possibilities (e.g., locate sources of occupational and training information); (2) selecting and planning occupational choices (e.g., identify requirements of appropriate and available jobs); (3) exhibiting appropriate work habits and behavior (e.g., recognize importance of attendance and punctuality); (4) seeking, securing, and maintaining employment (e.g., apply for a job); (5) exhibiting sufficient physical-manual skills (e.g., demonstrate manual dexterity); and (6) obtaining specific occupational skills (e.g., acquiring subcompetencies specific to particular occupation). (DB)

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ED 350 787 EC 301 598

Brolin, Donn E.
Life Centered Career Education: Competency Assessment Batteries.
PUB DATE- 92
NOTE- 827p.; For related material, see EC 301 595-597.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Career Education; Criterion Referenced Tests; *Daily Living Skills; *Disabilities; Elementary Secondary Education; High Risk Students; *Interpersonal Competence; Knowledge Level; Performance Tests;

ED 350 806 EC 301 620

Models for Improving the Delivery of Services to: Gifted Students in the Areas of Visual and Performing Arts. Research & Demonstration Series in Gifted Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 40p.; For related documents, EC 301 617-619.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Appreciation; *Art Education; Computer Uses in Education; Curriculum Development; Demonstration Programs; Elementary Secondary Education; *Enrichment Activities; Inservice Teacher Education; *Music Education; Rural Education; *Talent; *Talent Identification; Visual Arts
IDENTIFIERS- Ohio

This report describes three model demonstration projects in Ohio school districts which focused on strategies for identifying students gifted in visual and performing arts and delivering hands-on arts education and appreciation experiences. Presented for each program is information on: identifying characteristics (district, location, school population, project director); project goals, objectives and activities; project results; promising practices and recommendations; and project products. The first project is the Black Swamp Arts Scene (Defiance) which attempted to increase arts appreciation skills of participating elementary teachers, validate a visual art and music identification procedure, involve students in a variety of arts experiences, and develop courses of study in visual arts and music. The second project, "Fields, Forms, and Fulfillments," in Athens County, developed an identification system appropriate for rural school settings at the intermediate, middle, and high school levels, initiated a pilot instructional program, and developed a collaborative partnership among school, university, and community personnel. The third project, in Wheelersburg, utilized the computer as an art medium for visually gifted secondary students. It also provided career exploration experiences for these rural students as well as inservice opportunities for educators. (DB)

ED 350 807 EC 301 621

Patton, Patricia Lucey
Rational Behavior Training: A Seven Lesson Sequence for Teaching Rational Behavior Skills to Students with Social and Emotional Disabilities.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.; San Diego Unified School District, Calif.
PUB DATE- Jan 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); Behavior Patterns; Elementary Secondary Education; *Emotional Disturbances; *Humanistic Education; *Lesson Plans; *Rational Emotive Therapy; Self Control; Self Evaluation (Individuals); Social Adjustment; *Thinking Skills
IDENTIFIERS- Rational Behavior Training; Self Management

ED 350 824 FL 020 523

Newmark, Peter
Translation and Interpretation: Retrospect and Prospect.
PUB DATE- 88
NOTE- 7p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Aptitude Tests; Certification; *Educational Change; Educational Trends; Employment Potential; Foreign Countries; Futures (of Society); Intellectual Disciplines; *Interpreters; Language Research; *Linguistic Theory; Machine Translation; Professional Training; Social Change; Specialization; *Translation; Trend Analysis

In the last 35 years, translation has become a profession. Its format has moved somewhat away from books to encompass all other print materials, its topic has broadened from literature to every kind of information, and its readership has spread worldwide. The profession has gained greater prominence due to the increase in international organizations, decolonization, acceptance of bilingualism, recognition of minority language groups, increasing importance of English as an international language, tourism, trade, and the widening of democracy. In language courses, translation has an improved image, and many books and papers have been published on the topic. Most of these materials have focused more on the theory of translation than on methods. Certification and specialization in simultaneous, consecutive, conference, or court interpretation are increasingly common. Too much research has been devoted to interpretation aptitude testing, when motivation is sometimes a more important criterion than aptitude. The field of translation will only become larger and more visible. Machine translation will also see great development, and the field will become more scientific. Interpretation also has a secure future, particularly as video and sound technology evolves. A 19-item bibliography is included. (MSE)

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ED 350 825 FL 020 524

Grunwell, Pamela
Clinical Linguistics--Retrospect and Prospect.
PUB DATE- 88
NOTE- 16p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Educational Change; Educational Trends; Foreign Countries; Futures (of Society); Intellectual Disciplines; Interdisciplinary Approach; Language Research; *Linguistic Theory; *Professional Training; *Speech

ED 350 846 FL 020 629

Wu, Guobin
Discourse Anaphora in Chinese: A Rhetorical Predicate Account.
PUB DATE- Jun 92
NOTE- 20p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chinese; *Discourse Analysis; Foreign Countries; *Language Patterns; Language Research; *Linguistic Theory; *Sentence Structure
IDENTIFIERS- *Anaphora

A study of discourse anaphora, anaphora in discourse that is not controlled syntactically, looks at the three types of such anaphora in Chinese: pronominal, nominal, and zero. The analysis focuses on the type of coreference in which the antecedent and the anaphor occur in clauses that occur adjacent to each other in linear order. In such clauses, it is presumed that function is irrelevant. It is argued that this approach is not adequate to describe and predict anaphoric distribution because its inherently linear view of texts does not differentiate between the functions of the parts of the texts. A discourse-structure oriented approach, the rhetorical predicate analysis, is proposed as an alternative. (MSE)

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ED 350 847 FL 020 654

Moragne e Silva, Michele
First and Second Language Composing Processes across Tasks.
PUB DATE- Mar 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Case Studies; *Code Switching (Language); *English (Second Language); Higher Education; *Interlanguage; Longitudinal Studies; Native Speakers; *Portuguese; Transfer of Training; Uncommonly Taught Languages; *Writing (Composition); Writing Exercises; *Writing Processes

A case study investigated the writing processes of an adult native speaker of Portuguese in a number of writing tasks in his native language (L1) and in English, his second language (L2). Writing samples over a 14-month period were examined. Most data were collected in thinking aloud protocols for 10 written tasks of varying degrees of familiarity in the two languages. A post-composing interview concentrating on specific aspects of observed subject writing behavior was conducted after each protocol session. To augment protocol data, observations concerning the nature and quantity of language input and of oral and written language output were gathered. The composing processes used in L1 and L2 were compared and found largely similar, with vocabulary searching the most common interruption of the overall process. The subject used the language of the writing prompt most often for verbalization, notetaking, and transcription, but used L1 more often for side comments. Researcher-subject interaction was almost exclusively in L1. Writing tasks were found to affect writing processes in some ways, and familiarity of the task was initiative, with specific attention to influencing variables: diversity of aspirations and achievements among the projects; real and perceived barriers; influence of unique individuals; difficulties encountered in fundraising; and issues associated with the cooperative/collaborative process. Environments within which the projects operated are discussed. Chapter 4 groups the projects into three major categories: likely, uncertain, or unlikely survival. Chapter 5 contains recommendations to the foundation regarding grant procedures, technical assistance, and monitoring. Appendixes include a list of goals and objectives of all projects and a list of all of the projects' activities and products. An attached products list presents products in alphabetical order by state. Products are classified according to their primary function in the state. (YLB)

ED 350 383          CE 060 944

Bonnot, Lois; And Others
Certified Nurse Assistant Certification Examination Test Booklet.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 92
NOTE- 120p.; For a related document, see CE 060 945.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations Education; *Certification; Licensing Examinations (Professions); Multiple Choice Tests; *Nurses Aides; Postsecondary Education
IDENTIFIERS- Missouri

This document contains four certification examinations (Forms A-D) for a certified nurse assistant in Missouri. Each of the four test booklets contains general instructions for completing the information section of the answer sheet, general instructions for taking the certification examination, and 100 questions. All test problems are in a multiple-choice format: some are questions, some are complete-the-blank, and some are story problems. (NLA)

ED 350 384          CE 060 945

Adkins, Cathy; And Others
Health Services Assistant Certification Examination Test Booklet.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 92
NOTE- 108p.; For a related document, see CE 060 944.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations Education; *Certification; *Health Personnel; Licensing Examinations (Professions); Multiple Choice Tests; Postsecondary Education
IDENTIFIERS- Missouri

This document contains four certification examinations (Forms 1-4) for a health services assistant in Missouri. Each of the four test booklets contains general instructions for completing the information section of the answer sheet, general instructions for taking the certification examination, and 100 questions. All test problems are in a multiple-choice format: some are questions, some are complete-the-blank, and some are

*Engineering; Engineering Education; Foreign Countries; *Mathematics; Mathematics Education; Postsecondary Education; Prior Learning; School Responsibility; School Role; Science Education; *Sciences; *Success

IDENTIFIERS- *Scotland

A case study approach was used to investigate what helped adults cope in science, mathematics, or engineering courses in higher education (HE) and further education (FE). The study involved semistructured interviews with 107 adult students and 20 staff in 4 HE and 4 FE institutions in Scotland. Science, engineering, and mathematics students believed it was an advantage to have previous background knowledge and felt that staff often wrongly assumed that students possessed this background knowledge. Five ways in which providers could help adults learn subject content were identified: tutor support, assessment, supplementary or remedial support, study skills, and student self-help. Underpinning the whole process of helping adults to learn was the concept of a good relationship between staff and students. The study found that two factors particularly affected students' ability to cope. High motivation of adults compensated sometimes for lack of background knowledge. Personal problems fell into three categories: finance, child care and family commitments, and other time commitments. Examination of students who withdrew did not reveal a clear profile of such students; reasons for withdrawal involved academic, personal, or employment circumstances. Suggestions were made for providers to consider to help students cope. (Appendixes include 13 references and descriptions of the courses involved in the study.) (YLB)

ED 350 403 CE 062 021

Black, Harry; And Others

Units and Competences: A Case Study of SCOTVEC's Advanced Courses Development Programme.

SPONS. AGENCY- Scottish Education Dept., Edinburgh.

PUB DATE- 92

NOTE- 81p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Attitudes; *Advanced Courses; Articulation (Education); Case Studies; *Curriculum Development; Educational Change; *Educational Development; Educational Innovation; Foreign Countries; Learning Modules; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Implementation; *Standards; Student Certification; Teacher Attitudes; Vocational Education

IDENTIFIERS- *Advanced Courses Development Programme (Scotland); *Scotland

A project evaluated the overall effectiveness of the Advanced Courses Development Programme (ACDP) of the Scottish Vocational Education Council. A peer review of selected Higher National (HN) unit specifications involved 195 subject experts who completed evaluation questionnaires on specifications in their specialist areas. The main body of the research consisted of a series of case studies of the development of HN units and courses in colleges throughout Scotland. Development work for the new courses took these basic forms: national development of HN unit specifications and course frameworks, local development undertaken by a college, consortium development undertaken by two or more colleges, and joint development between college and industry. Evidence was insufficient to suggest a national or a shared research, experiences, and information and studied the problem of low literacy in older adults in three ways. First, they examined the sources of the problem--historical, political, and cultural--finding the literacy problems of older Canadians to be highly diverse and pervasive. Service providers were judged to be insufficiently supportive of older adults with low literacy skills. Second, conference participants shared their knowledge of some solutions for low literacy. Projects and programs included: well-established community adult literacy classes; personal visits to care centers to share stories and discuss current events; and stressing the important role of community libraries. The common ingredients for success were a friendly, informal, accessible location; peer tutors; and input from seniors. Third, conference participants recommended that seniors should take the lead in developing literacy education for older Canadians. (Recommendations, conference participants, and their credentials are listed in appendixes to the report.) (KC)

ED 350 421          CE 062 101

Rutherford, Jane
Illiteracy and Older Canadians: An Unrecognized Problem. Summary Report and Literature Review.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Jun 89
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; *Educational Needs; Educational Policy; Foreign Countries; *Literacy Education; Middle Aged Adults; *Older Adults; *Policy Formation; *Program Design; Public Policy
IDENTIFIERS- *Canada

Many older Canadians (almost half, by some surveys) have low levels of functional literacy that lead to problems with everyday life. More than half of Canadians over age 55 have less than a grade 9 education, and they often have lower incomes than more literate seniors. However, older people are the smallest group represented in adult basic education programs. The elderly often do not participate because of the design or the location, not wanting to go out at night, and characteristics of the program or of the population. Literacy programs for older low literate adults should rely on input from gerontologists, literacy experts, and older adults, along with needs analysis in particular communities. Some programs for the elderly have been developed and they should be explored as models. (The summary is followed by a literature survey that covers the following topics: a profile of the illiterate older adult, interest and ability to acquire literacy in later years, deterrents to participation by older adults in existing literacy programs, differences between older and younger adults as they affect educational needs, design considerations for a literacy program for the elderly, groups with special needs within the illiterate elderly, literacy programs for seniors, and suggestions for further study and action. The survey lists 98 references.) (KC)

ED 350 422          CE 062 103

Fear, Marion
Parents-as-Partners-as-Learners Guide.
PUB DATE- Jan 91

curriculum for technical institutes in Georgia. The curriculum encompasses the minimum competencies required for entry-level workers in the electrical distribution field, and in job skills such as construction, maintenance, and repair of overhead and underground electrical distribution systems; live-line work; and cardiopulmonary resuscitation and other safety-related skills. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (English, mathematics, and interpersonal relations and professional development); fundamental technical courses (introduction to electrical distribution; safety for electrical distribution; fundamentals of electrical distribution; electrical system maps, schematics, and symbols; wiring for electrical distribution; electricity principles); and specific technical courses (power line construction, maintenance, and repair; transformers, underground residential and commercial distribution; advanced electrical distribution). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An appendix to the guide lists equipment needed for the program. (KC)

ED 350 440          CE 062 122

Electrical Distribution Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult
  Education, Atlanta.
PUB DATE- 90
NOTE- 83p.; For the program guide, see CE 062 121.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Course Content;
  *Electrical Systems; *Electricity; *Electronic Technicians;
  Postsecondary Education; *State Standards; Technical Education;
  Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This guide contains 45 program standards for the electrical distribution program conducted in technical institutes in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety the development of those skills needed by individuals in the field to provide services in the operating room under the supervision and responsibility of the operating room supervisor, who is a registered nurse. The general information section contains purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: three general core courses (English, general mathematics, interpersonal relations and professional development); four fundamental technical courses (anatomy and physiology, introduction to surgical technology, principles of surgical technology, introductory surgical practicum); and five specific technical courses (surgical procedures I and II, specialty surgical practicum, advanced specialty surgical practicum, seminar in surgical technology). Each course consists of the following: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An equipment list is appended. (YLB)

ED 350 458          CE 062 140

Surgical Technology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 80p.; For the program guide, see CE 062 139.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Competency Based Education; Medical Services; Postsecondary Education; *State Standards; Surgery; *Surgical Technicians; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the surgical technology program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

ED 350 459          CE 062 144

focused on human resource development rather than on technology. A four-phase model of development for an organization has been described in which the structural and cultural requirements of each phase are described. In Australia, the restructuring of industrial awards is an important part of the process of workplace reform. Workplace reform is having a big impact on the skills required of the work force. Consequently, substantial changes to vocational education and training are needed. Workplace reform will increase demand for vocational education and training and affect the type of vocational education and training required. Four case studies indicate the importance of vocational education and training in the competitive strategies of these enterprises: Printco, a supplier of newsprint; ALCOA of Australia Limited, an aluminum producer; South Australian Engineering and Water Supply Department; and Perry Engineering which engages in heavy engineering. The case studies demonstrate that Technical and Further Education needs to compete for the market of trade apprenticeship programs on the grounds of price, quality, and flexibility. (Contains 30 references.) (YLB)

ED 350 476 CE 062 168

Vocational Home Economics Education. Coalition Statement. Second Edition.
PUB DATE- Mar 91
NOTE- 16p.; An update of ED 276 874.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consumer Education; Educational Finance; Federal Government; Government Role; Home Economics; Home Economics Skills; *Homemaking Skills; *Occupational Home Economics; *Position Papers; Postsecondary Education; *Professional Development; Secondary Education; *Teacher Education
IDENTIFIERS- American Home Economics Association; American Vocational Association; Home Economics Education Association

This pamphlet contains the statement of the Coalition of the American Home Economics Association, American Vocational Association, and Home Economics Education Association regarding the scope and definition of vocational home economics education. It is intended to serve as a basis for professional action. Sections of this statement address the following topics: consumer and homemaking education; home economics occupations for paid employment; funding and structure for vocational home economics education; current needs; rationale for consumer and homemaking education; funding consumer and homemaking education; the delivery system; federal roles; preparation of teachers and leaders; competencies needed; and responsibility for professional development. (YLB)

ED 350 477 CE 062 175

Oversight Hearings on School-to-Work Transition Programs. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (May 6 and June 17, 1992).
PUB DATE- 92
NOTE- 272p.; Serial No. 102-111.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.

divorce, child custody, and child abuse and neglect, which are some of the most common areas encountered by marriage and family therapists. The various responses a therapist may make if the divorce attorney calls are discussed, and the difference between a family therapist and a divorce mediator is examined. Suggestions for the therapist who testifies as a lay witness or as an expert witness are included. The child abuse and neglect mandatory reporting issue and the rights of stepparents are reviewed. Insurance fraud is discussed. Finally, potential consequences of using paradoxical therapy with the family are presented. A glossary of 18 terms, ranging from "alternative dispute resolution" to "third parties," is presented. Eleven frequently asked questions are stated and answered. Guidelines for practice are given. A list of five suggested readings with annotations are provided. (Contains 46 references.) (ABL)

ED 350 496 CG 024 548

Kelly, Eugene W., Jr.
Religious and Spiritual Issues in University-Based Counselor Education Programs: A National Survey of Current Status and Practice. Final Report of a Research Project.
SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- Oct 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Counselors; *Counselor Training; *Course Content; *Curriculum; Graduate Students; Higher Education; *Religion
IDENTIFIERS- *Spirituality

The most recent Gallup poll regarding the religious attitudes of Americans again confirms the importance of religion for the large majority of Americans. The primary purpose of this survey was to assess how and to what extent counselor education programs deal with religious and spiritual issues in the preparation of counselors. This survey offered subjects (N=525) who were heads of counselor education programs, undefined religion and spiritual terms, with the expectation that they would react to these terms within a universe of understanding that is distinct from "unreligious" and "unspiritual." Based on a 65% response rate, results show that in terms of course work only about 22% of counselor education programs give curricular attention to religion and spiritual issues. If substantial non-course curricular elements dealing with religious and spiritual issues are included, the percentage of programs rises to only about 24%. When those institutions reporting a moderate amount of non-course attention to religious and spiritual issues are included, the percentage rises to 45%. Not surprisingly, the percentage of state-affiliated institutions giving substantial to moderate curricular attention to religious and spiritual issues is significantly less than religiously affiliated institutions, with approximately 36% of the former and 50% of the latter having substantial curricular elements. In the category of internship supervision the extent of attention to clients' and supervisees' religious and spiritual issues was also low. The appendixes provide the questionnaire and two lists of course titles. (Contains 14 tables and 38 references.) ABL)

ED 350 497 CG 024 549

effects on the cardiovascular and immune systems, and effects on endocrine and reproductive functions; (6) fetal alcohol syndrome and other effects of alcohol on pregnancy outcomes, including clinical studies, research on the effects of prenatal alcohol exposure in animal models, studies on mechanisms of fetal alcohol damage, and public awareness and policy; (7) adverse social consequences, including accidents, suicide, trauma, crime and violence, and economic costs of alcohol abuse; (8) diagnosis and assessment of alcohol use disorders, including approaches to classifying alcohol use disorders and assessment; (9) prevention, including basic and applied research; (10) early and minimal intervention, including identification, intervening with drinking drivers, and employee assistance programs; (11) treatment, including management of alcohol dependence, components of treatment, and outcome evaluation methods. (ABL)

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ED 350 517 CG 024 571

Promising Prevention Strategies: A Look at What Works.
PUB DATE- Feb 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; *Elementary Secondary Education; Interpersonal Competence; *Prevention; *Program Effectiveness; Self Esteem; Substance Abuse; Teaching Methods
IDENTIFIERS- Minnesota

The primary goal of this Minnesota evaluation project was to identify 20 promising prevention strategies and to evaluate the extent to which school districts utilize these prevention strategies. It was intended that this portrait of how school districts employ effective strategies will inform state policymakers and guide resource development and training. Four data collection methods were used in this project: a literature review, a survey of school principals (N=128), a survey completed by 63% chemical health coordinators, and interviews with chemical health coordinators in 62 of 64 school districts. A stratified random sample of 64 public school districts was drawn, with samples of elementary, middle school, and senior high schools. Key findings include: (1) a systematic review of the social science and health literature yields 26 promising prevention strategies which can be grouped into four areas: promising the values, knowledge and skills of students; promoting positive school climate; empowering parents; and mobilizing communities; (2) the two most widely-employed prevention strategies are self-esteem enhancement and teaching of interpersonal skills; (3) strategies designed to nurture values known to be associated with non-use tend to be underutilized; (4) school district coordinators of alcohol and other drug education advocate increased opportunities for the training of teachers; and (5) only a minority of school districts initiated and implemented efforts to evaluate the quality and impact of prevention programming. (ABL)

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ED 350 518 CG 024 572

The Future by Design: A Community Framework for Preventing Alcohol and other Drug Problems through a Systems Approach.
PUB DATE- 91
NOTE- 223p.
LANGUAGE- English

affords the opportunity to treat the family and individuals involved at the point of greatest potential impact. Certain characteristics of incestuous families have been identified, such as marital discord, a rigid boundary between the family and the outside world, and an intergenerational pattern of abuse. Individual therapy can be useful at various points in the family treatment of incest. Each parent can be helped to look more deeply at their individual dynamics and to reintegrate their split-off parts. The child victim should certainly be provided with individual therapy since she has internalized the dysfunctional family relationships, as well as experiencing the abuse. Overall, the family treatment of father-daughter incest must include an acknowledgment of the systematic patterns which set the stage for the abuse, as well as recognition that the internalized split-off parts in individuals represent various aspects of family trauma. The therapist must understand that the family patterns in abuse are internalized then recreated through mutual projective identification in the marital pair, and in the triangulation of the victim into that relationship. It is only when both the internal and external family patterns are exposed and reintegrated that the incestuous pattern can be arrested and the trauma healed. (Contains 28 references.) (ABL)

ED 350 538          CG 024 592

Sandhu, Daya S.
Validation of Eye Movements Model of NLP through Stressed Recalls.
PUB DATE- Apr 91
NOTE- 41p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Eye Movements; Higher Education; Recall (Psychology); *Validity
IDENTIFIERS- *Neurolinguistic Programming

Neurolinguistic Progamming (NLP) has emerged as a new approach to counseling and psychotherapy. Though not to be confused with computer programming, NLP does claim to program, deprogram, and reprogram clients' behaviors with the precision and expedition akin to computer processes. It is as a tool for therapeutic communication that NLP has rapidly gained attention among the helping professions since its origins in the 1970s. This study re-examined the Eye Movements Model of NLP--which states that people's primary representational systems (PRS) can be identified through their eye movements--by using the newly developed 52-item inventory with right-handed Louisiana college students (N=102) from educational psychology classes. The results of the study supported claims of NLP proponents that while accessing the memory under stressed recalls to retrieve information, people do use different PRS. Thirteen yes/no type control items were used to demonstrate that identification of PRS is possible only under those conditions when people are made to think hard for information. Furthermore, it was found that the subjects were not aware on their own if they were visuals, auditory, or kinesthetic. This study also found that 13 subjects had more than one representational system. No significant differences were found at alpha level .05 in the distribution of PRS between genders and Cajuns and non-Cajuns as ethnic groups. (Contains 31 references.) (ABL) personalizing AIDS; (3) eroticizing safer sex, including mourning loss of old sexual patterns, affirming the part of safer sex which participants like, and condoms and dental dams; (4) negotiating safer sex, including barriers and breakthroughs to practicing safer sex and role play scenarios; (5) wrapup for small groups; and (6) closing for large groups. Appendices include safer sex guidelines; resources; glossary of AIDS terminology; conceptual framework for eroticizing safer sex workshop; and an evaluation form. (ABL)

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ED 350 559 CG 024 615

Cohn, Benjamin; Osborne, W. Larry
Group Counseling: A Practical Self-Concept Approach for the Helping Professional.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Books (010)
DESCRIPTORS- *Counseling Techniques; Counselor Role; Evaluation Methods; *Group Counseling; Models; *School Counseling; Secondary Education; Secondary School Students

In this book, techniques are thoroughly outlined for counselors to use during group counseling to facilitate the process. Specific examples are given to illustrate problems that might arise. Specific examples and sections for junior high/middle and secondary school counselors are a part of this book, offering guidelines for establishing and conducting an effective group counseling program. Suggestions are presented for assessing and evaluating the program addressing questions of accountability to administrators, teachers, students, and parents. A list of suggested readings is provided for those who are interested in learning more about group counseling. After an overview on group counseling these chapter topics are presented: (1) the need and advantages of group counseling; (2) the conceptual model of group counseling; (3) the group counselor's role; (4) group counseling techniques; (5) practical applications; (6) possible problem situations and ways to handle them; (7) establishing a group counseling program in a junior high/middle or secondary school; (8) gaining support for a group counseling program in a school; and (9) assessment and evaluation. An appendix includes a diagram of the conceptual model; a table of the developmental self-concept process model; a parent questionnaire; a personal rating sheet; a guidelines and assessment form; and reprinting of ethical guidelines from the Journal for Specialists in Group Work. (ABL)

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ED 350 560 CS 011 036

Dixon, Gaynelle O.
The Integration of Computer Software with Printed Materials To Enhance the Reading Skills of Middle School Students.
PUB DATE- May 92
NOTE- 52p.; M.S. Practicum, Nova University. Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Instructional Effectiveness; Junior High Schools; Middle Schools; *Reading Attitudes; *Reading Games; *Reading

question assessing their knowledge of the story's central problem. Results suggest that young readers' story understanding is facilitated when their reading instruction centers on clarifying story characters' internal states. (Six tables of data are included and 31 references are attached.) (Author)

ED 350 580          CS 011 061

Wilkinson, Ian A. G.; Anderson, Richard C.
Micro-Experimental Analysis of the Small-Group Reading Lesson: Social and Cognitive Consequences of Silent Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 3; Group Dynamics; *Instructional Effectiveness; Primary Education; *Reading Instruction; Reading Research; *Silent Reading; *Small Group Instruction
IDENTIFIERS- Reading Management

This study examined a social-organizational hypothesis that explains how silent reading in small-group lessons might influence students' learning. One hundred children in four third-grade classes, each divided into three ability groups, received two silent and two oral reading lessons. Group dynamics were measured from videotapes of the lessons. Students' learning was measured from story recall and passage and word reading. Results showed that positive effects of silent reading were mediated by student attention and teacher-student discussion; students were more attentive during silent reading than they were during oral reading and they reinstated more story information in discussion. However, there was no net benefit of silent reading on learning. The reason was the blank, unproductive time when students had to wait for others to finish reading before discussion could resume. This slowed the pace of the lessons and seemed to offset benefits accruing from attention and discussion. These results are consistent with the social-organizational hypothesis that positive effects of silent reading are socially constructed. Benefits of silent reading may be realized only if teachers organize their lessons to make best use of available time and adapt their instruction to capitalize on students' increased attention during silent reading and their responsiveness to story content during discussion. (Seven figures and 24 tables of data are included; 97 references are attached.) (Author)

ED 350 581          CS 011 062

Ullery, Laurie V.
Providing Early Literacy Experiences for Young Children through a Parent Education Program.
PUB DATE- 92
NOTE- 59p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Kindergarten; *Low Income Groups; Parent Attitudes; Parent Education; *Parent Participation; *Parents as Teachers; Parent Student Relationship; Primary Education; Socioeconomic Status; Teacher Developed Materials; Young Children
IDENTIFIERS- *Emergent Literacy; Family Literacy

possibilities not available in the traditional classroom setting. The stack for the freshman course contains course information, cards on literary genres, quizzes, and on-line journal assignments. The stack is also used to integrate the notion of literary theory into the course content, to provide additional activities for the poetry and drama units, and to assist students in writing essays. A proposed large-enrollment course in the 19th century novel would use computers as a teaching aid for out-of-class activities. The majority of class time would be devoted to class discussion and lecture, with group activities and/or in-class writing occupying only a small percentage of the time. The course could be largely paperless--with materials being turned in on disk--thus encouraging revision of ideas and integration of various ideas and texts. In many ways, the conceptual challenges in programming with HyperCard are not all that different from those involved in print-based composing, although primary differences involve allowing for variable paths through the text, and for reader interaction. Hypertextual applications encourage increased contact between students and promote the sense of community that classrooms so often lack. (RS)

ED 350 601          CS 213 512

Imdieke, Sandra; Anderson-Madaus, Lynn
Characters in Time Travel Fiction as Historical Guides.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Childrens Literature; Class Activities; Elementary Secondary Education; *Fiction; History; Interdisciplinary Approach; Literary Genres; *Models; *Thematic Approach
IDENTIFIERS- Historical Background; *Historical Fiction; *Time Travel

Based on the idea that the literary genre of historical time travel fiction can provide the reader/student with a frame of reference for studying history, this paper presents a model for thematic integration of the curriculum which uses a work of literature as its central focus. According to the paper, this thematic approach to the content areas can serve as a springboard for inquiry, as a basis for writing assignments, and as a representation of the integration of the fiction with history texts, other non-fiction works, and other forms of visual media. The model described in the paper outlines classroom and research activities to augment concepts related to events in the novel "The Root Cellar" by Janet Lunn--activities in language, social studies, science, math, and art and music. The paper also contains a 22-item annotated bibliography of historical fiction time travel literature. (NKA)

ED 350 602          CS 213 513

Lescinski, Joan M.
Austen and Eliot: A Change in Teaching Approach.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

who create such courses do so because it is intrinsic to their notion of good teaching, which includes the goal of fostering students' personal relationships with the written word. Many of these teachers often speak of themselves as role models. By virtue of the nearly complete absence of lesbian and gay voices from composition readers, any teacher wanting to create a lesbian and gay-inclusive course will have to do so through deliberate effort, supplying supplementary readings. Teachers thinking about developing such courses sometimes worry about the safety (in terms of job security) of taking on such work. Structure is crucial to creating effective lesbian and gay inclusive courses. Teachers need to have a clearly articulated purpose and plan, or the material can lead to volatile discussions and homophobic diatribes. There is a danger in a "neutral" curriculum. What might seem politically charged to one student is an essential matter of identity to another. "Neutral" courses will serve most poorly those students who are already most marginalized. (RS)

ED 350 622            CS 213 575

McLeod, Susan H., Ed.; Soven, Margot, Ed.
Writing Across the Curriculum: A Guide to Developing Programs.
PUB DATE- 92
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Freshman Composition; Higher Education; *Interdisciplinary Approach; Program Descriptions; *Program Development; Program Implementation; Teacher Workshops; Team Teaching; Tutoring; *Writing Across the Curriculum; Writing Attitudes; Writing Laboratories
IDENTIFIERS- Writing Contexts

This collection of essays on Writing Across the Curriculum (WAC) defines terms, presents helpful suggestions, and provides models for useful documents (everything from workshop evaluation forms to contracts for visiting consultants). After a preface by Elaine P. Maimon, the collection's 12 essays are: (1) "Writing Across the Curriculum: An Introduction" (Susan H. McLeod); (2) "Getting Started" (Barbara E. Walvoord); (3) "Faculty Workshops" (Joyce Neff Magnotto and Barbara R. Stout); (4) "Starting a WAC Program: Strategies for Administrators" (Karen Wiley Sandler); (5) "Writing Across the Curriculum and/in the Freshman English Program" (Linda H. Peterson); (6) "Writing-Intensive Courses: Tools for Curricular Change" (Christine Farris and Raymond Smith); (7) "WAC and General Education Courses" (Christopher Thaiss); (8) "Writing Components, Writing Adjuncts, Writing Links" (Joan Graham); (9) "The Writing Consultant: Collaboration and Team Teaching" (Peshe C. Kuriloff); (10) "The Writing Center and Tutoring in WAC Programs" (Muriel Harris); (11) "Changing Students' Attitudes: Writing Fellows Programs" (Tori Haring-Smith); and (12) "Conclusion: Sustaining Writing Across the Curriculum Programs" (Margot Soven). A 29-item list of recommended readings is attached. (RS)

ED 350 623            CS 213 576

Smith, Carl B.
Intermediate Grammar: A Student's Resource Book. Using Your Language Series.
PUB DATE- 93

discrimination. Subjects, 140 public relations practitioners listed in the Directory of Minority Public Relations Professionals, responded to a questionnaire, for a response rate of 59%. The subjects were 109 Black Americans, 21 Hispanic Americans, 7 Asian Americans, and 2 Native Americans. Results indicated that: (1) the opportunity to work with other people was an important variable in the decision to pursue a career in public relations; (2) high school and college counselors were the least influential in respondents' career choice; (3) respondents were reasonably satisfied with their employment situation; (4) labor market discrimination was a concern among some respondents; (5) among black respondents, older respondents were not more apt to have experienced discrimination; and (6) minority males perceived having been victims of discrimination to a greater extent than did minority females. (Five tables of data and 38 footnotes are included.) (RS)

ED 350 642 CS 507 993

Morreale, Sherwyn P.; And Others
The Center for Excellence in Oral Communication: A Comprehensive Program for Assessing the Development of Public Speaking Competency.
PUB DATE- Oct 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Competency Based Education; Course Descriptions; Course Objectives; Evaluation Methods; Higher Education; Introductory Courses; *Public Speaking; Speech Instruction; *Student Evaluation; Undergraduate Students
IDENTIFIERS- *University of Colorado Colorado Springs

This paper describes a comprehensive assessment program utilized in the University of Colorado at Colorado Springs' basic public speaking course, The Speech and Thought Curriculum. The paper begins with a description of the theoretical underpinnings of the course and its approach to assessment. Next, the paper outlines the competency objectives (subsuming cognition, behaviors, affect, and ethics) incorporated in the course. Then the paper describes the course's process for pre- and post-assessment interviews, along with the competency-based approach to evaluating classroom speaking performances. The paper concludes with a discussion of future directions for assessment in the course. (Three tables of data are included; 25 references, the competent speaker speech performance evaluation form, and the syllabus are attached.) (Author/RS)

ED 350 643 CS 507 994

Morreale, Sherwyn; And Others
A Communication Laboratory as a Resource for the Student At-Risk: Research and Program Development at the Center for Excellence in Oral Communication.
PUB DATE- Oct 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

examples from the interim findings of the research into senior management teams (SMT) in English secondary schools. There is widespread rhetoric about the value of team approaches to secondary school management. Much of North American research on secondary school improvement and effectiveness has tended to highlight the key role of the principal. British studies have generally acknowledged that while many headteachers and senior staff perceive themselves to work in a team, there is wide variation in their practice and in the evolving relationships among SMT members. An observational study was conducted of six schools, two of which were selected for more detailed study. Outlined is the rationale for a cultural and political perspective on interaction and their central concepts, which are applied to selected incidents and the issues they reflect. In conclusion, the paper indicates how the dual perspective may be employed to interpret other areas of their research findings. (Contains 28 references.) (RR)

ED 350 662 EA 024 343

Fowler, Frances C.
An Application of Mazzoni's Arena Models to the Passage of Ohio's S.B. 140: A Preliminary Study.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blue Ribbon Commissions; *Educational Policy; Elementary Secondary Education; *Models; *Policy Formation; Political Influences; *Politics of Education; State Action; *State Legislation
IDENTIFIERS- *Mazzoni Arena Models; Ohio; *Senate Bill 140 (Ohio 1989)

Findings of a case study that examined how nonincremental policy changes occurred in Ohio education are presented in this paper. Specifically, the paper applies Mazzoni's two arena models of policy innovation to understand the 1989 passage of S.B. 140, or the Omnibus Education Reform Act. In the first model, policy innovations occur when the policy process shifts from the subsystem arena (legislature, agencies, and interest groups) to the macro-arena. The revised model includes the commission and leadership arenas. Methodology involved document analysis and interviews with 17 participants--interest group and elected leaders, governmental staff members, and commission members. Findings indicate that although the process shifted from the subsystem arena, it moved not into the macro-arena, but rather to several appointed commissions that functioned as a subsystem of the leadership arena. The revised model, however, showed that unified top elected officials played the most important role, influenced by national school reform leaders and the Ohio business community. Implications are that appointed commissions do not constitute an independent policy arena and that there are several categories of political actors in the leadership arena that need to be identified. The appendix includes a historical outline of the passage of S.B. 140. (Contains 35 references.) (LMI)

ED 350 663 EA 024 344

Rowley, Stephen R.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Administrators; *Critical Thinking; Decision Making Skills; Elementary Secondary Education; Higher Education; Problem Solving; *Theory Practice Relationship; *Thinking Skills

This paper explores the concept of critical thinking as it applies to school administrators and offers ideas for incorporating it into their operative skills. Following a review of pertinent literature, recommendations are made to: (1) develop an assessment process in educational administration programs to ensure that future school leaders have a capacity for critical thinking; and (2) redesign general education instruction at the college level. The need to challenge the critical thinking skills of administrators is based on the belief that principals can made a difference only if they abandon the "cookbook mentality" whereby administrators want to be able to have an answer to every problem faced rather than processing the information to make valid and responsible individual decisions. The ability to apply critical thinking to the school setting is the essence of improving instructional leadership and academic performance. Educational administration must move from the cookbook mentality to one that fosters critical thinking. (Contains 19 references.) (LMI)

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ED 350 682 EA 024 370

Flanigan, J. L.; Richardson, M. D.
The Merry-Go-Round of the '90s: Financing Public Elementary and Secondary Education.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (46th, Terre Haute, IN, August 8-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; Financial Policy; *Financial Support; *Fiscal Capacity; *Long Range Planning; Public Schools; *Resource Allocation
IDENTIFIERS- *1990s

Issues in educational finance in elementary-secondary education for the 1990s are examined in this paper, which asserts that demographic and economic changes have increased the need for additional resources in education. Recent fiscal trends include an increase in resource inequities among the states and a mismatch between resource needs and resource bases. Issues that will need to be addressed in the 1990s include fiscal capacity, restructuring finance formulas, and funding equalization. The future of public education finance at the elementary and secondary levels is at best uncertain; however, it is essential that a scenario for education and for the impact of our future environment on educational policies be developed. (Contains 13 references.) (LMI)

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ED 350 683 EA 024 371

Denoyer, Richard; White, Michael
Is This Really Fair: Education Reform and Ranking Districts by Test Scores.
PUB DATE- 92

criteria, format, and planning elements. Guidelines for dealing with specific hazards are outlined in chapter 3, including a variety of natural disasters, injury and illness, civil disturbances, and nuclear emergency. The fourth chapter describes emergency preparedness education for different grades and how to coordinate a practice disaster day. A list of resources is included in the final section. (LMI)

ED 350 704 EA 024 399

A Utah Perspective on the National Education Goals.
PUB DATE- Sep 92
NOTE- 36p.; For the 1991 report, see ED 344 280.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Outcomes of Education; State Action; State Norms; *State Programs; *Statewide Planning
IDENTIFIERS- *National Education Goals 1990; *Utah

The progress being made in Utah toward the six national education goals, as established by the nation's governors and the Bush Administration, is described in this report. Individual sections address the state's progress toward each of the six national goals and feature: (1) performance and status information; and (2) examples of current and developing state programs. The final two sections provide information on other reform programs and the "Shift in Focus" initiative, a strategic-planning effort that involves diverse segments of the educational, business, and political communities. Seven tables are included. (LMI)

ED 350 705 EA 024 400

Sagor, Richard D.
Collaborative Action Research: A Cultural Mechanism for School Development and Professional Restructuring.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Collegiality; Educational Cooperation; *Educational Environment; *Educational Improvement; *Effective Schools Research; Elementary Secondary Education; *Organizational Climate; Professional Development; *School Effectiveness; School Restructuring
IDENTIFIERS- *Collaborative Research

Findings of a study that identified factors contributing to the maintenance of the collaborative action research process in public schools are presented in this paper. Specifically, the study evaluated outcomes of Project LEARN, the League of Educational Action Researchers in the Northwest, a university-sponsored school improvement initiative. The project is based on the belief that teacher collaboration on research facilitates an effective schooling ethos. Methodology involved two faculty surveys, interviews with teachers, and observation of their principals. Findings indicate that collaborative action research can contribute to the development of a school culture that is conducive to school improvement. Contributing factors include leadership support for group work, high

December 6-8, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Agency Cooperation; At Risk Persons; Attachment Behavior; *Behavior Problems; *Child Caregivers; *Communication Disorders; *Early Intervention; Group Homes; Parent Child Relationship; Preschool Education; Residential Programs; *Staff Role; Toddlers

This paper discusses the interagency collaboration between a clinical assessment and intervention program for toddlers offered through the psychiatry department of a large metropolitan west coast medical center and a group home for infants and young children who are positive for the human immunodeficiency virus (HIV). The paper presents the case of a developmentally at-risk 2-year-old whose mother and twin brother were HIV-positive. The healthy toddler resided in the group home with his sick twin and was cared for by staff there, and the staff social worker contacted the early intervention program for assistance with the boy's behavior and communication skills. Agency staff in the group home for HIV-positive children took on the role of surrogate parents. One caregiver attended early intervention group sessions and another caregiver participated in home visits. The paper points out problems in working effectively with multiple caregivers having different levels of knowledge about developmental issues and varying degrees of tolerance for the boy's negativistic behavior. The main treatment goal was to help the boy's caregivers appreciate his need for a significant attachment relationship with them. Intervention areas also focused on helping his caregivers to actively prepare him for change, facilitate his transitions, and acknowledge his emotional experiences. (JDD)

ED 350 729 EC 301 533

Janicki, Matthew P.; Keefe, Robert M.
Integration Experiences Casebook: Program Ideas in Aging and Developmental Disabilities.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 195p.; For related documents, see ED 345 390-391.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Day Care; Adult Programs; Aging (Individuals); Case Studies; *Community Programs; *Delivery Systems; Demonstration Programs; *Developmental Disabilities; Gerontology; Health Services; Human Services; Models; *Older Adults; Retirement; *Social Integration; State Programs; Statewide Planning

An assortment of 38 case studies illustrates efforts to integrate elderly individuals with developmental disabilities into generic aging services and into community life. The case studies include models and practice experiences that aided seniors to retire, participate in programs and services, and become part of their community's aging network. The first section describes four projects which sought to build bridges between the aging network and the disability system in New York and California. Efforts that began with "top down" or state consumer and professional partnerships; (6) recognition of qualifications separate from education; (7) affordable and accessible housing; (8) access to assistive technology; (9) consumer feedback to professionals; (10) supported employment group options; and (11) referral and/or resource systems. Another chapter looks at implications of a consumer empowerment approach to the design of human service systems. A final chapter uses a case study format to describe the organization and development of a consumer advocacy organization, including selecting a leader, developing a communication system, establishing a funding base, and identifying funding options. (DB)

ED 350 748          EC 301 555

Inge, Katherine J., Ed.
Transition from School to Adulthood for Young People with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; Case Studies; Compliance (Legal); *Disabilities; *Education Work Relationship; High Schools; Job Placement; Job Training; *Labor Legislation; School Community Relationship; Training Methods; *Transitional Programs; Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; *Work Study Programs; Young Adults
IDENTIFIERS- *Community Based Education

This newsletter issue provides rehabilitation professionals with various information pieces concerning transition from school to adulthood for young people with disabilities. An introduction identifies specific challenges in transition programming and stresses the goal of fully integrating young people with disabilities as interdependent parts of the community. One brief item describes the Vocational Options project of the Rehabilitation Research and Training Center on Supported Employment (Virginia). Another summarizes criteria of a "non-employment" relationship under labor laws as related to community-based instruction. Case study examples of labor law issues are cited. Another item outlines steps and activities in setting up community-based training sites. A case study shows use of a changing criterion design to improve job performance of a young man with severe mental retardation and autism. Another example describes experiences of a young woman at three different community-based vocational training sites and associated placement and training recommendations. (DB)

ED 350 749          EC 301 556

Wehman, Paul
Achievements and Challenges: A Five-Year Report on the Status of the National Supported Employment Initiative. FY 1986-1990.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 102p.

Analysis
IDENTIFIERS- *Virtual Reality

As part of a 3-year study to identify emerging issues and trends in technology for special education, this paper addresses the possible contributions of virtual reality technology to educational services for students with disabilities. An example of the use of virtual reality in medical imaging introduces the paper and leads to a brief review of the history of interactive computing and the development of virtual reality as a special discipline out of stereoscopy and computer science. The toy industry is expected to downsize existing systems for the home market and exploit the commercial potential of virtual reality. Possible applications for instruction of persons with disabilities are discussed in light of both the intuitive appeal of the technology and mixed findings on the effectiveness of simulations as educational interventions and the lack of special education students as subjects in such research. The importance of ensuring equitable access to advanced technologies for students with disabilities is stressed. (Contains 18 references.) (DB)

ED 350 767 EC 301 574

Ashton, Ray
Technology and Interactive Multimedia. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 48p.; For related documents, see EC 301 540, EC 301 567-573.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiodisks; Computer Assisted Instruction; *Disabilities; *Educational Technology; *Electronic Equipment; Hypermedia; Interactive Video; *Microcomputers; *Optical Disks; Research and Development; Special Education; *Technological Advancement; Technology Transfer; Telecommunications; Television; Theory Practice Relationship; Trend Analysis; Videodisks

As part of a 3-year study to identify emerging issues and trends in technology for special education, this paper addresses the role of interactive multimedia, especially the digital, optical compact disc technologies, in providing instructional services to special education students. An overview identifies technological and economic trends, focusing on the convergence of the personal computer industry with the consumer electronic industry resulting in an exploding multimedia market. The current technology is then reviewed for the following areas: personal computers, digital audio tape, interactive videodisc, compact disc read only memory, digital video interactive, Commodore Dynamic Total Vision, compact disc interactive, magneto-optic systems, digital compact cassettes, compact disc recordable/erasable technology, blue (focusable) lasers, high definition television, virtual reality, and communications. Key trends identified for the year 2000 and beyond include improved data compression and storage technology as the underlying enabling technology, multifunction hardware platforms as the norm, cross platform compatibility, and increasing importance of product contents. Key issues for developers in the areas of cost, return on investment, transportability of applications, and marketing are identified. Finally, end user considerations and questions to drive a possible special education technology

Standardized Tests; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Curriculum Based Assessment

This set of curriculum-based assessment instruments is designed to measure the career education knowledge and skills of regular and special education students, as part of the Life Centered Career Education Program, a field-tested curriculum to develop competencies in daily living skills, personal-social skills, and occupational guidance and preparation. Two alternative forms of the Knowledge Battery are presented, along with two forms of the Performance Batteries. The instruments can be used to determine appropriate instructional goals for a particular student. The Knowledge Batteries are standardized criterion-referenced instruments consisting of 200 multiple choice questions covering all of the curriculum domains (21 competencies and 97 subcompetencies). The Performance Batteries are non-standardized criterion-referenced instruments that use a combination of open-ended questions on test question sheets and actual performance activities. Introductory material describes the instruments and gives guidelines for test administration, specific instructions to students, and scoring information (with templates for scoring and student recording form appended). (DB)

ED 350 788 EC 301 599

Markoff, Annabelle M.
Within Reach: Academic Achievement through Parent-Teacher Communication.
PUB DATE- 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Change Agents; Communication Skills; Educational History; Elementary Secondary Education; Interpersonal Competence; Language Acquisition; *Learning Disabilities; Outcomes of Education; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Special Needs Students; *Student Development; Teacher Student Relationship; Thinking Skills

This guide to fostering parent-teacher cooperation in the education of children with special needs, especially children with learning disabilities, offers a structure and process to maximize the effectiveness of parent-teacher meetings and other forms of communication. An introductory background chapter reviews the history of special education, testing issues, and placement and instruction issues. Specific attention is given to the state of the learning disability field. The eight chapters following the introduction each consider different aspects of the parent-teacher relationship. Discussions focus on: (1) parents as agents of change (their attitudes, adjustment, and advocacy role); (2) a structure for parent-teacher conferences (it is proposed that these should cover the child's social/emotional, physical, and academic behavior); (3) the steps in the conference process (observing, planning, implementing, evaluating, and modifying); (4) the development of thinking skills; (5) oral and written language development as parallel social interaction communication skills; (6) other

This seven lesson curriculum sequence is designed to help teachers teach principles of Rational Behavior Training (RBT) which targets thinking behaviors, feeling behaviors, and behavioral responses to the environment. The program is appropriate for students with social and emotional disabilities and also develops reading, writing, spelling, language arts, and problem solving skills. Lesson plans typically include: learning objectives, a lesson goal, learning activities, closure/homework, and materials needed. Basic information and behavioral skills focus on: (1) how the brain works to create emotions; (2) how to control the brain, and thus, the emotions; (3) how to use five criteria for rational thinking, feeling, and behavior; (4) how to determine if current habits of perceiving, thinking, feeling, and behaving are rational or irrational; (5) how to systematically change any irrational thinking, feeling, and behavioral habits into rational habits; (6) how to practice new rational habits by using relaxation techniques and imagery; and (7) how to recognize common irrational cognitive styles and replace them with rational cognitive styles that result in a sense of renewed well-being. (DB)

ED 350 808 EC 301 630

Tamaren, Michele C.
I Make a Difference! A Curriculum Guide Building Self-Esteem and Sensitivity in the Inclusive Classroom.
PUB DATE- 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Curriculum Guides; Integrated Activities; Intermediate Grades; *Interpersonal Competence; Junior High Schools; *Learning Disabilities; Mainstreaming; Peer Acceptance; *Peer Relationship; Self Actualization; *Self Esteem; *Sensitivity Training; Social Behavior; Student Behavior; Student Development; Teacher Role; *Teaching Methods; Thematic Approach

This curriculum is designed to allow students to recognize their own positive attributes and to respect the individual characteristics of others. The curriculum guide, designed for use in grades 4-8, offers a dynamic process approach to enhance cooperation and self-esteem in the inclusive classroom. It was formulated to challenge and empower students to grow toward their greatest potential. The program objectives include fostering a supportive environment in which teachers, students, and ancillary personnel work cooperatively to assure one another's growth; recognizing the ability to make a difference in one's own life and in the lives of others; establishing consideration and respect for all persons regardless of race, religion, age, physical challenges, or learning challenges; developing sensitivity and awareness of learning style and learning challenges; and recognizing and celebrating talents and emerging skills in one's self and one's peers. The program's interactive process stimulates critical thinking and problem-solving skills and integrates multiple curriculum areas. The guide's introductory chapters discuss self-esteem and children with learning disabilities, and the teacher as model. Lessons are presented in the context of nine themes, including: "Making a Difference," "Establishing Behavioral Expectations," "Developing Sensitivity toward Others,"

Pathology; *Speech Therapy; Trend Analysis
IDENTIFIERS- *Clinical Linguistics; *Great Britain

In the past 20 years, linguistics has gained a prominent position in speech and language pathology in Britain, evolving into a new field, clinical linguistics. It includes three related areas of activity: training of speech pathologists/therapists; professional practice; and research. Linguistics and speech/language pathology have developed as parallel but separate disciplines, with the relationship not acknowledged until recently. Most therapists training in the 1960s and practicing into the 1970s had little exposure to linguistics. The penetration of linguistics into speech/language pathology education and later, clinical practice began in earnest only in the early 1970s. The impetus for this development can be attributed to a 1972 report on and recommendations for speech therapy services. Interest in linguistics for professional purposes began with pronunciation and proceeded to grammar, language functions, communication, discourse, and then pragmatics. Major areas of research in clinical linguistics include grammatical assessment, discourse, phonological therapy, and applications of information technology. Clinical linguistics should aim to fill the needs of clinicians and researchers, be theoretically eclectic, produce assessment procedures that give insight into the nature of speech/language disorders, and suggest therapeutic procedures. A 23-item bibliography is included. (MSE)

ED 350 826 FL 020 525

Carter, Ronald
Some Pawns for Kingman: Language Education and English Teaching.
PUB DATE- 88
NOTE- 17p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Curriculum Design; Educational Philosophy; Educational Strategies; *English (Second Language); Foreign Countries; Interprofessional Relationship; *Language Research; Language Teachers; *Linguistic Theory; Persuasive Discourse; Researchers; Second Language Instruction; Teacher Attitudes; Teacher Education; Textbooks; *Theory Practice Relationship
IDENTIFIERS- *Australia; *Great Britain

A discussion of the state of second language education and English teaching in Britain focuses on the role of applied linguistics in the field. Four major points are made: that (1) books on language are not common in the syllabi of language teacher education; (2) current philosophies on language teaching appear to be either reactionary or romantic in nature; (3) applied linguists, if they want to promote language awareness and knowledge of linguistics in the field of English language education, must show greater understanding of the aims and objectives of English teachers; and (4) the arguments in favor of applied linguistics must be carefully and persistently articulated. Comments are made in the context of the British educational philosophy and system. Two promising developments in English language curriculum design are discussed: Australian also very evident in the writing processes. It is suggested that task importance and familiarity are significant pedagogical considerations. (MSE)

ED 350 848 FL 020 665

Rorschach, Elizabeth; Tillyer, Anthea; Verdi, Gail
Research on ESL Composition Instruction: The Fluency-First Approach.
PUB DATE- Mar 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; College Students; Curriculum Development; Educational Strategies; *English (Second Language); Faculty Development; Higher Education; Instructional Effectiveness; Instructional Materials; *Language Fluency; Material Development; Program Descriptions; Program Design; Program Effectiveness; Second Language Instruction; Spanish Speaking; Teacher Attitudes; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *City University of New York City College; *Fluency First Approach

An experimental English-as-a-Second-Language (ESL) program at City College (New York) is reported. The federally funded project investigated the effectiveness of an instructional method entitled "Fluency First" and based on whole language theories of learning. It requires large amounts of reading and writing, collaboration with peers, and self-examination of learning processes. Participants were 24 students of varying ages and language backgrounds. The report consists of an overview of the approach and program, tabulation of quantitative data on ESL student achievement from 1983 to 1991, presentation of a case study of the seven Latin American students, a discussion of participating teachers' responses to the program, and a brief assessment of the implications of the research for other ESL programs, particularly in the areas of faculty development, curriculum design, and instructional material development. (MSE)

ED 350 849 FL 020 668

Field, Mary Lee
Reading Research: A Guide to Classroom Practices and Teaching Tools.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Classroom Techniques; Cognitive Processes; *Cultural Context; *Metacognition; Reading Comprehension; *Reading Instruction; *Reading Research; Reading Strategies; Schemata (Cognition); Teaching Methods
IDENTIFIERS- *Schema Theory

story problems. (NLA)

ED 350 385 CE 061 373

Haskins, Jack B.
Developing a Research Method for Testing New Curriculum Ideas: Report No. 1 on Using Marketing Research in a Lifelong Learning Organization.
SPONS. AGENCY- University of Central Florida, Orlando.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *College Programs; Curriculum Development; *Educational Attitudes; *Evaluation Methods; Interest Inventories; *Older Adults; Postsecondary Education; Questionnaires; Student Attitudes
IDENTIFIERS- *Market Research; University of Central Florida

A survey method was developed and used to determine interest in new course topics at the Learning Institute for Elders (LIFE) at the University of Central Florida. In the absence of a known validated method for course concept testing, this approach was modeled after the "message pretesting," or formative, research used and validated in testing mass media product ideas for audience or user appeal. Elements of the method included the following: generation of a large number of ideas for new courses; descriptions of the proposed courses in college catalog format; development of a five-step "interest-in-attending" scale; a questionnaire eliciting ratings of the 61 proposed courses; satisfaction with LIFE; preference for various class formats; intentions to attend future courses; and demographic data. The surveys were mailed or handed out to 225 members of LIFE during the first year of operation, with a response rate of 44 percent (99 members). Data gathered from the returned surveys indicated that satisfaction with the program was extremely high and that about 90 percent of respondents were likely to attend future programs. Popular topics for future courses included social science, travelogs from around the world, music of the big band era, music appreciation, international films, Broadway shows, best sellers, medical research, and ancient Greeks. A telephone survey of nonrespondents was suggested. (Author/KC)

ED 350 386 CE 061 772

Open Distance Learning in the European Community. Memorandum.
PUB DATE- 12 Nov 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Distance Education; *Educational Cooperation; Educational Improvement; *Educational Policy; Foreign Countries; Government Role; *Open Education; Postsecondary Education
IDENTIFIERS- *European Community

This document outlines the importance of open distance learning in a broad range of education and training activities for the European Community (EC) and its Member States. It refers to actions in this area already taking place and shows how EC programs complement and are complemented by actions in the open local approach was markedly better than the other. Informational support was not sufficient in itself; staff most valued support in actually carrying out their tasks. Data suggested strongly that staff saw external validation of courses as legitimate and valuable. Five components of the system were examined regarding their role in an effective program: competence, HN unit specifications, assessment, merit, and quality assurance. Findings also indicated that most staff saw as successful the facility for articulation that was intended as a central feature of the ACDP and many teachers felt they were changing their style because of introduction of new HN units and courses. The conclusion was that the fundamental model was sound. (YLB)

ED 350 404          CE 062 024

Little, Judith Warren
Two Worlds: Vocational and Academic Teachers in Comprehensive High Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Departments; *Educational Environment; High Schools; *Professional Recognition; *Secondary School Teachers; *Teacher Attitudes; Teacher Characteristics; Vocational Education; *Vocational Education Teachers

As part of a 3-year research project, a study focused on the character and the consequences of vocational and academic teachers' professional identities and relationships within comprehensive high schools. Information was gathered through interviews, observations, and survey queries in five high schools in California and Michigan. The views of 35 high school vocational teachers were studied, and attitudes of academic teachers were also observed. The study found that the vocational teachers often were held in lower esteem by their peers and administrators and sometimes were embarrassed by their subject matter. The standards for status were the subjects taught by universities, although vocational teachers pointed out, to little recognition, that their subjects were necessary for developing the work force. Vocational education teachers often taught a higher proportion of special education students than did academic teachers. Vocational and academic teachers often had little contact and little in common unless they served on faculty committees or coached sports together. Some departments had a sense of community and cohesiveness, which varied from school to school. Usually, vocational teachers suffered lack of prestige and lack of support from administrators, other teachers, students, and parents. (The five high schools are profiled in the appendix; 44 references are included.) (KC)

ED 350 405          CE 062 025

Grubb, W. Norton; Kraskouskas, Eileen
A Time to Every Purpose: Integrating Occupational and Academic Education in Community Colleges and Technical Institutes.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92

NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; Guides; Illiteracy; *Literacy Education; *Parent Child Relationship; Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; Prereading Experience; Primary Education; Program Development; *Program Implementation; Reading Readiness; Student Attitudes; Teacher Role
IDENTIFIERS- *Family Literacy; Parents as Partners as Learners Project PQ

This guide provides information on the Parents-as-Partners-as-Learners project that is designed to encourage a love of reading in children and to increase communication between the home and school. Section A is an overview of the four phases of the project that are initiated by an adult literacy animator (facilitator) in a primary school: Phase I, negotiating with the schools; Phase II, developing the project with the teacher--defining roles, planning the project; Phase III, implementing the project--announcing it to the class, the parent meeting, ongoing communication between teacher and animator, home visits; and Phase IV, reporting back. Section B discusses the origins and development of the project in the Eastern Townships School Board. Section C addresses how to become an animator. It covers basic requirements and making home visits. Section D makes recommendations regarding teachers and parents. Appendixes include a list of 29 references for further reading, results of the 1987-88 project, and project materials. (YLB)

ED 350 423 CE 062 105

Community Relations Manual for Family Literacy Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 92
NOTE- 150p.; Some reprints of newspaper articles may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; *Community Relations; Family Role; High School Equivalency Programs; Integrated Curriculum; *Literacy Education; Preschool Education; *Program Implementation; *Public Relations
IDENTIFIERS- 353 Project; *Family Literacy; General Educational Development Tests; Mississippi Gulf Coast Community College

This manual documents a family literacy program developed by Mississippi Gulf Coast Community College and conducted at a local elementary school. It describes how the program combined General Educational Development (GED) courses for parents with a preschool program for their 3- to 4-year-old children. Based on the Kenan Family Literacy model developed in Kentucky, the program was designed to serve up to 15 families at a time and to have open enrollment. GED courses and preschool were conducted for 3 full days per week, combining some activities and providing care for children while adults took other (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

ED 350 441 CE 062 123

Emergency Medical Services Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 199p.; For the program standards, see CE 062 124.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; *Emergency Medical Technicians; Employment Potential; Entry Workers; Job Skills; *Medical Services; Postsecondary Education; Program Guides; Rescue; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide contains the standard emergency medical services curriculum for technical institutes in Georgia. The curriculum encompasses the minimum competencies required for entry-level workers in the emergency medical services field, and includes job skills in six emergency medical services divisions outlined in the national curriculum: prehospital environment, preparatory, trauma, medical, obstetrical/gynecological and neonatal, and behavioral. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (English and mathematics); fundamental technical courses (introduction to paramedic profession; fluids, electrolytes, and shock; general pharmacology; respiratory function and management; trauma); and specific technical courses (cardiology, medical emergencies I-II, obstetrics/gynecology, pediatrics, behavioral emergencies, clinical application of advanced emergency care). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. Appendixes to the guide list equipment and medications needed for the program. (KC)

ED 350 442 CE 062 124

Emergency Medical Services Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 83p.; For the program guide, see CE 062 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Course Content; *Emergency Medical Technicians; *Medical Services; Postsecondary Education; Rescue; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

Sappe, Hoyt; Squires, Sheila S.
Avionics Technology Contract Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aerospace Industry; Air Transportation; *Aviation Education; *Aviation Technology; *Educational Resources; Electronics; *Job Skills; *Occupational Information; Postsecondary Education; Program Development; Repair; Secondary Education; Technical Education; Television Radio Repairers
IDENTIFIERS- *Avionics

This document reports on Phase I of a project that examined the occupation of avionics technician, established appropriate committees, and conducted task verification. Results of this phase provide the basic information required to develop the program standards and to guide and set up the committee structure to guide the project. Section 1 contains such general information as description of the occupation (nature of work, working conditions, related occupations), direction of the occupation (employment; training, other qualifications, and advancement; job outlook; earnings), avionics technology program developmental committee, areas of concern to the committee, and Program Developmental Committee recommendations. Section 2 provides research findings: accreditation and certification, typical job titles, and listings of appropriate trade resources--97 references and textbooks, instructional materials and sources, 11 periodicals and sources, audiovisuals, safety manuals and equipment, and sources of additional information. A verified duty and task list covers these areas: English, mathematics, physics, basic electronics, advanced electronics, overview of aircraft maintenance, avionics communications systems, Federal Communications Commission requirements, avionics microprocessors, avionics navigation systems, avionics shop practices, aircraft instrument system, and aircraft instruments. Other contents include a list of tools and equipment, tool kit, and information on staff and facilities. (YLB)

ED 350 460          CE 062 145

Brown, Ted; Sappe', Hoyt
Commercial Art. Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Artists; Cartoons; *Commercial Art; Competency Based Education; Curriculum Development; Educational Equipment; Educational Research; *Educational Resources; Graphic Arts; Illustrations; Instructional Materials; Job Analysis; Job Skills; Layout (Publications); Merchandising; Occupational Information; Postsecondary Education; Program Design; Program Development; Secondary Education; Sign Painters; Statewide Planning; *Task Analysis; Trade and Industrial Education
IDENTIFIERS- Georgia

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Apprenticeships; Community Programs; *Cooperative Programs; *Education Work Relationship; Hearings; High Risk Students; High Schools; Industrial Education; *Institutional Cooperation; *Job Skills; Labor Relations; Mentors; Minority Groups; Nontraditional Occupations; Postsecondary Education; *School Business Relationship; Unions; Womens Education; *Youth Programs
IDENTIFIERS- Congress 102nd

This document records the oral and written testimony given at a congressional hearing on school-to-work transitions, focusing on four local programs that have involved cooperation between industry, labor, schools, and the local community to help young people bridge the gap between school and work. The four programs described are as follows: (1) the General Motors-United Auto Workers Quality Education Program designed to bring female and minority high school students into the skilled trades; (2) BOSS (Business as On-Site Schools), a cooperative effort with Southern Bell, the Communication Workers of America, and the Alachua County School Board in Florida, in which at-risk students work at a Southern Bell facility for 20 hours per week under the direction of a mentor; (3) the Pennsylvania Youth Apprenticeship Program of the Industrial Modernization Center in Pennsylvania, which is operated as a machine shop youth apprenticeship program primarily for the metal trades; and (4) the Roosevelt Renaissance Program, a high school restructuring program in Portland, Oregon. All witnesses emphasized the cooperation needed in their programs, and the successes they had achieved. More such efforts were advocated, and federal legislation addressing the need for such programs is being drafted. (KC)

ED 350 478 CE 062 178

Women Business Owners: Selling to the Federal Government.
PUB DATE- 90
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Bids; *Entrepreneurship; *Federal Government; *Females; Public Agencies; Public Sector; *Purchasing; *Small Businesses; Specifications; Vocational Education; Women Administrators
IDENTIFIERS- *Women Owned Businesses

This guide is designed to help women business owners become more successful by providing them with information about marketing their goods and services to the federal government. Part 1 focuses on how the government buys. It covers briefly general procedures, consolidated purchasing programs, and individual federal agencies. Three government tools for identifying potential offerors are discussed: Bidders List, Procurement Automated Source System (PASS), and Qualified Products List (QPL). Two approaches the government uses to tell prospective sellers what goods and services it wants to buy are described--formal advertising (sealed bids, Invitation for Bids) and buying or contracting by negotiation--Request for Proposals. Part 2 addresses selling to the government, through the following topics: giving one's company a competitive edge; subcontracting with a prime contractor; benefiting from the federal government's programs, such as the Small Business

Hernandez, Barbara K.
Ideas for Action: Helping Girls and Young Women in Your Community.
SPONS. AGENCY- Oregon Community Children and Youth Services Commission, Salem.
PUB DATE- Jul 92
NOTE- 79p.; A product of the Oregon Girls and Young Women's Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Advocacy; *Children; *Community Organizations; *Females; Fund Raising; *Helping Relationship; Organizational Communication; Public Relations; Public Support; Social Action; Social Behavior; Volunteers; *Youth Problems

This idea book is a resource to help individuals focus their good will and energy on helping girls and young women in their communities. After a brief introduction to each of seven advocacy strategies, ideas for action are listed under each. The first advocacy strategy focuses on organizing your community for action. Ideas for action include giving youth a visible and integral role and convening a small group to address a specific issue. The second advocacy strategy focuses on recruiting and using volunteers and recommends advertising a volunteer referral number and developing a resource directory. The third advocacy strategy discusses influencing public policy. Ideas for action in this category include informing key policymakers about what you are doing and obtaining support for a resolution from government officials. The fourth advocacy strategy focuses on getting your message out. Ideas for action include identifying key audiences and writing letters to editors. The fifth advocacy strategy discusses building self-esteem. Ideas for action focus on caring and support, high expectations, and opportunities for participation for youth. The sixth chapter focuses on tapping potential supporters and includes ideas for action for men, young people, celebrities, and service organizations. The seventh chapter focuses on raising funds and provides ideas for action in contacting foundations, corporations and organizations, and individuals. Marketing tips are also offered. (ABL)

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ED 350 498          CG 024 550

Child Study Manual.
PUB DATE- Sep 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Educational Diagnosis; *Educational Testing; Elementary School Students; Elementary Secondary Education; Exceptional Persons; Interdisciplinary Approach; Secondary School Students; Student Behavior; *Student Evaluation

This manual from the Polk County Public Schools in Bartow, Florida, was developed for school personnel and parents to aid in their efforts to develop successful behavioral and academic interventions to enhance the educational outcomes for students. Section 1 describes the child study team which is comprised of an administrator, guidance counselor, school psychologist, Exceptional Student Education (ESE) representative, student's classroom teacher(s), another classroom teacher/resource teacher, other persons who have a legitimate educational interest in the case (e.g., parents, school nurse, Chapter 1,

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Abuse; *Community Involvement; *Community Role; *Drug Abuse; *Prevention; Program Development

Prevention research and demonstration studies are finding that coordinated prevention efforts that offer multiple strategies, provide several points of access, and coordinate and expand community opportunities are a most promising approach to preventing alcohol and other drug problems. To meet the need for direction, the Office for Substance Abuse Prevention initiated a project for developing a Community Prevention System Framework. This framework is based on the results of that survey plus recommendations from a broad cross section of community members. It also encompasses what is being learned from prevention theory, research, and program development related to at-risk populations. This framework offers direction for communities beginning to develop a prevention system as well as affirmation, encouragement, and new ideas for those communities already engaged in the process of system development. These topics are included in the framework: (1) initiating a community-wide prevention effort; (2) providing leadership; (3) maintaining the momentum; (4) implementing activities; (5) building resources; (6) assessing the impact of prevention efforts; (7) developing partnerships through cooperation, coordination, and collaboration; and (9) using the framework in multiethnic communities. (ABL)

ED 350 519 CG 024 573

Groene, Julia A.; Inderbitzen-Pisaruk, Heidi
Popularity and Friendship: An Investigation of Their Effects on Self-Esteem.
PUB DATE- Mar 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Friendship; *Grade 9; Secondary Education; Secondary School Students; *Self Concept; *Self Esteem

An emphasis on the functional role of self-presentation or self-concept has received an increasing amount of attention in the last 10 years. As a result of recent studies which have suggested the importance of self-esteem as a factor which influences motivation, this study examined the relationship between peer relations and self-esteem. Specifically, this study investigated the effects of both peer acceptance and friendship on self-esteem in an adolescent population. Ninth-grade students (N=542) were classified by sociometric group and presence or absence of reciprocal friendships. Results indicated no significant difference in self-esteem scores across sociometric groups. However, subjects with at least one reciprocal friend had higher self-esteem scores than subjects without a reciprocal friend. Furthermore, there did not appear to be a cumulative effect of number of friendships on self-esteem scores. Results of this study provide some evidence that friendship is more important than peer acceptance to self-esteem levels in adolescents. Results also indicate that self-esteem, as a measure of the self-concept, is an important variable to investigate due to its crucial role as a predictor of motivation. (ABL)

ED 350 520 CG 024 574

Bloland, Paul A.

ED 350 539 CG 024 593

Violence, Vandalism, & Substance Abuse in New Jersey Schools. 1990-1991. The Commissioner's Report to the Education Committees of the Senate and General Assembly.
PUB DATE- Mar 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Drug Abuse; Elementary School Students; Elementary Secondary Education; *Incidence; *School Vandalism; Secondary School Students; *Substance Abuse; Trend Analysis; *Violence
IDENTIFIERS- *New Jersey

This report presents an analysis of data from New Jersey school districts on incidents of violence and vandalism in the public schools of the state. An incident is defined as an act of malicious intent to injure another individual (violence); willfully destroy property (vandalism); or possess, sell, or distribute controlled dangerous substances. This report is an analysis of county summaries from the 1990-91 school year and of trends over time (1985-91). Six findings are listed, including these: (1) the total of all incidents of violence, vandalism, and substance abuse increased by 10% from 1989-90 to 1990-91; (2) the increase can be accounted for principally by an increase in the number of fights recorded; (3) 7-year trends show a decline in the number of incidents of vandalism and substance abuse and a return to the level of prior years of incidents of violence; and (4) along with the general decline in the number of incidents of vandalism, the cost of vandalism declined significantly. The report also outlines the many department initiatives that impact on the prevention of violence, vandalism, and substance abuse. These initiatives cover substance abuse prevention and intervention, suicide prevention, character and values education, youth employment, urban education and school-based decision making. The report concludes with six recommendations intended to enhance school districts' capacity to prevent and to reduce incidents of violence, vandalism, and substance abuse. The appendixes include legislation, forms and instructions, annotated lists of department publications (34 items), and state board resolutions regarding student behavior. (ABL)

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ED 350 540 CG 024 594

Sanchez, Ellen
Which of These Teens Has AIDS?
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Health Education; *Prevention; Secondary Education; *Secondary School Students

This curriculum focuses on: (1) increasing adolescent students' knowledge of Acquired Immune Deficiency Syndrome (AIDS) and the Human Immunodeficiency Virus (HIV); (2) increasing students' knowledge of prevention of HIV infection; (3) developing students' skills in recognizing risk behaviors; (4) developing students' skills in responsible decision making; (5) developing students' skills in resisting pressure to participate in risk behaviors; and (6) encouraging the development of positive peer

Improvement; *Reading Skills; *Remedial Reading
IDENTIFIERS- Middle School Students; *Printed Materials

A practicum described a strategy involving the integration of computer software reading games with traditional printed texts to improve student reading scores and attitudes toward reading. A target group of five seventh-grade remedial reading students participated in the study. The two computer software programs, "Super Solvers Midnight Rescue" and "Stickybear Reading Comprehension" were used along with state adopted texts to provide instruction and reinforcement in developing reading comprehension skills. Following teacher- and text-generated instruction, students completed three to four sessions on the computer each week. Although the desired outcomes regarding increased reading levels were not fully reached, there were significant gains made within the target group. Results indicated that the target students developed positive attitudes toward reading and increased reading scores as well. Findings suggest that the integration of computer software reading games with printed instructional materials can be utilized to increase reading scores and to effect positive attitudes toward reading. (Six tables of data are included; 23 references, a parent/student reading log, a structured reading autobiography form, the letter to parents, and brief descriptions of the two software programs are attached.) (RS)

ED 350 561 CS 011 037

Piper, Stephanie Gayle
A Metacognitive Skills/Reading Comprehension Intervention Program for Sixth Grade Social Studies Students.
PUB DATE- Jul 92
NOTE- 50p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Reading; Grade 6; Instructional Effectiveness; Intermediate Grades; Intervention; *Metacognition; *Reading Comprehension; Reading Improvement; *Reading Strategies; *Social Studies; Urban Education
IDENTIFIERS- Gates MacGinitie Reading Tests

An intervention program in the area of sixth grade social studies was implemented for the purpose of increasing reading comprehension levels of average ability students in a large, urban school district. Five metacognitive strategies were employed to improve understanding of the adopted textbook. The strategies included outlining, sentence summaries, self-interrogation, the KWL strategy (derived from the phrases: "What we Know," "What we Want to find out," and "What we Learned"), and discourse as a mode of inquiry. Success was measured by comparing pretest and posttest scores. Results indicated improvement in reading comprehension skills as measured by the Qualitative Reading Inventory. Efficient use of metacognitive skills was demonstrated and measured by the Gates-MacGinitie Reading Test. Increased social studies grades were determined by an average score of three unit tests from the social studies text. It was concluded that instruction in the five metacognitive strategies improved the target group's reading comprehension abilities. (Four tables of data are included; 20 references and a proposed timeline for the practicum are attached.) (Author/RS)

ED 350 562 CS 011 038

A practicum was designed to provide kindergarten students from low socioeconomic families with successful home literacy experiences in preparation for early school success. Parent/child literacy training workshops were designed and conducted to increase the awareness and frequency of home literacy activities. Providing regular reading aloud sessions at home and the modeling of adult literacy behaviors by parents were a major focus of the training provided. Eight solution strategies were developed to train and provide low income parents with the knowledge and materials necessary to increase the home literacy experiences of their children. Analysis of the data revealed that parents increased their frequency of reading aloud to their children during an 8-week period, increased the frequency of adult modeling behaviors, and increased their awareness of the importance of reading aloud to their children. (Two tables of data are included; 31 references and 3 appendixes--containing the family literacy survey, survey evaluation, and kindergarten/parent journal samples--are attached.) (Author/SR)

ED 350 582          CS 011 063

McKnight, Deloris
Using the Accelerated Reader and Other Strategies and Varied Techniques To Improve the Reading Attitudes of Fifth Grade Students.
PUB DATE- 92
NOTE- 82p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Grade 5; Intermediate Grades; Parent Participation; *Reading Attitudes; *Reading Improvement; *Recreational Reading; *Student Attitudes; *Television Viewing
IDENTIFIERS- *Reading Motivation

This practicum report describes a reading program that was designed and implemented to help improve reading attitudes among fifth grade children. A target group of 17 fifth-graders were unmotivated and uninterested in reading, and TV occupied a great deal of their out-of-class time. Solution strategies involved encouraging parents, teachers, and media specialists to provide interesting reading materials for the children, to model a love for reading, and to read aloud to them. The Accelerated Reader Program was used to motivate students. After reading certain books students took a computerized test and earned points, based on correct answers, which could be cashed in for prizes. Spin-off activities involved students keeping a daily log, read-aloud sessions, poster contests, and daily sustained silent reading periods. Success was measured by comparing a pre- and post-TV survey to determine students' attitudes toward reading, and also by using assessment instruments including students' daily logs, reading goals, media specialists' checkout log, flexible checkout schedule survey, sustained silent reading observation survey, student questionnaires, and student improvement on tests. Results showed no major reduction in students' TV viewing time. However, it was evident from students' enthusiasm for going to the media center to check out books, and their excitement over the Accelerated Reader Program, that attitudes toward reading improved and students did read more. (Six tables of data are included; 20 references and 12 appendixes, containing surveys, questionnaires, forms, and data are attached.) (Author/SR)

ED 350 583          CS 011 064

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Characterization; *English Literature; *Females; Higher Education; Nineteenth Century Literature; Sex Role; *Social Attitudes
IDENTIFIERS- Austen (Jane); *Author Text Relationship; Eliot (George); Feminist Criticism; *Literary Canon

Before the insights of feminist criticism altered the way many writers are examined, Jane Austen and George Eliot were usually considered to be upholders of the status quo. The explosion in criticism in the last two decades, however, has reshaped and reinterpreted the canon, and has changed the way one academic teaches these two novelists. Using Austen's "Pride and Prejudice" and "Persuasion" and Eliot's "Adam Bede" and "The Mill on the Floss," she points out how British society is subtly criticized through the authorial voice. Both authors create female protagonists in precarious situations and with limited possibilities. Austen and Eliot, far from accepting the status quo, create fictional worlds which criticize the way these characters must conform in order to survive. Today's students see that the protagonists of these novels pay a very high price for preservation of integrity. The curriculum of the 1990s will probably reflect this kind of shift in perception of novelists, especially those of the 19th century. (NKA)

ED 350 603 CS 213 515

Arnold, Mary; Duffy, Beth
Is the High School Yearbook Tomorrow's Dinosaur? A National, Historical Overview and an Iowa Survey.
PUB DATE- Aug 91
NOTE- 84p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (74h, Boston, MA, August 7-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational History; High Schools; *Journalism Education; Student Publications; Surveys; *Teacher Attitudes; *Yearbooks
IDENTIFIERS- *Advisor Role; Iowa

Intended to provide information to the Iowa High School Press Association (IHSPA), this paper investigates the state of yearbook instruction and production in high schools, toward which direction the yearbooks are heading, and whether services offered to members by the IHSPA (conference sessions, the annual yearbook contest, and teaching handouts) are meeting member needs. The paper's first section examines the history of the high school yearbook in five distinct phases. The paper's second section discusses one national study, one study from Nebraska, and several small studies from Iowa, and how they add to current knowledge about high school yearbooks. The third section presents a survey of yearbook advisers investigating the current state of yearbooks in Iowa, with results reporting the attitudes and beliefs of advisers about yearbook functions, content decisions, the role of the adviser, motivating students, conferences and workshops, yearbook production strategies, financial concerns, and contest participation. Three figures, 15 tables of data, and 102 notes are included. A

NOTE- 318p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- English Instruction; *Grammar; Independent Study; Intermediate Grades; *Language Usage; *Learning Activities; Parent Participation; Punctuation; Resource Materials; Secondary Education; Sentences; Study Guides; Verbs

Part of a series designed to provide young people with home resource books, and intended for students in the middle and upper grades, this book can be used to find quick answers to questions about the use of the English language, to gain a better understanding of sentence structure, and to study or review a grammatical principle. Chapters in the book discuss sentences, nouns, pronouns, verbs, adjectives, adverbs, function words (prepositions and conjunctions), more about verbs, more about sentences, and word structure. Each section of the book offers a series of exercises that clarifies and puts into practice the grammatical principles of that section. A punctuation guide concludes the book. A section with answers to exercises and practice activities is appended. (SR)

ED 350 624 CS 213 577

Zoni, Stephen J.
Improving Process Writing Skills of Seventh Grade At-Risk Students by Increasing Interest through the Use of the Microcomputer, Word Processing Software, and Telecommunications Technology.
PUB DATE- Aug 92
NOTE- 129p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Uses in Education; Grade 7; *High Risk Students; Junior High Schools; Microcomputers; Student Motivation; Telecommunications; *Word Processing; *Writing Attitudes; *Writing Improvement; *Writing Skills
IDENTIFIERS- Process Approach (Writing)

A practicum was developed to improve process writing skills of seventh grade at-risk students by increasing interest through the use of the microcomputer, word processing software, and telecommunications technology. Sixteen students wrote a series of eight "basic" hand-written essays as part of the regular language arts class. Students then completed assignments utilizing the microcomputer, word processing software, and printer. They then transmitted the final draft--using phone line, modem, and special software--to a local bulletin board service (BBS) for distribution through a national "preteen" conference network. Students contacted the BBS daily to check for responses. Each student, classroom teacher, and writer participated in weekly "brainstorming" sessions to input new writing ideas, make suggestions, share and respond to writings of other students, and report on messages downloaded from the BBS. Results showed an increase in process writing skills as measured by pre- and post-handwritten and computer written essays utilizing a holistic scoring criteria. Additional analysis of pre- and post-attitudinal surveys; observations by the classroom teacher, group counselor, and author; and evaluation of a daily journal revealed a substantial increase in the number of students with a positive attitude toward writing. (Twenty-eight references are attached. Appendixes

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Research; Communication Apprehension; Higher Education; *High Risk Students; *Learning Laboratories; Program Descriptions; Programed Instruction; Program Evaluation; *Speech Communication; *Speech Instruction; Undergraduate Students
IDENTIFIERS- *University of Colorado Colorado Springs

Noting that one model for providing programs and individualized support to at-risk students is the oral communication laboratory, this paper describes the research and development of pilot programs within the laboratory setting for students at-risk at a four-year academic institution. The paper begins with a brief review of literature, a description of the communication laboratory at University of Colorado at Colorado Springs, how the lab was funded, and the approach taken to assessing the communication needs of students at risk. The results of that needs assessment are outlined in the paper, and a description of Individual Assistance Programs (IAPs) developed by Communication Department faculty and staff in response to the needs survey is presented. Next, the paper reports the results of pre- and post-assessment of at-risk students who completed a basic public speaking course and compares the results of students not at risk. The paper presents single case scenarios of at-risk students who have used the lab and the IAPs, as well as the results of students' evaluations of laboratory programs. The paper concludes with a discussion of future directions for the University's communication laboratory as a resource for the student at risk. (Six tables of data are included; 21 references are attached.) (Author/RS)

ED 350 644 CS 507 995

Morreale, Sherwyn; And Others
Oral Communication Competency Assessment: Cultural Diversity, Ethnicity, and Students At-Risk.
PUB DATE- Oct 92
NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; *Cultural Differences; Higher Education; *High Risk Students; *Public Speaking; Speech Curriculum; Speech Instruction; *Student Evaluation; Undergraduate Students
IDENTIFIERS- Alternative Assessment; *Communication Competencies; University of Colorado Colorado Springs

This paper provides an overview for a communication curriculum that has begun to include cultural diversity as part of its overall assessment process. First, the paper introduces the topic of assessment as it relates to cultural diversity and the student at-risk. Then the paper reviews the literature related to students at-risk and culturally-based differences in oral communication competency and public speaking. Next, the paper presents results of pre- and post-assessment of the oral communication competencies of students of diverse gender and ethnic backgrounds and students at-risk. The paper concludes with a discussion of the results of the assessment process and recommendations for further examination of the communication

School District Restructuring and the Search for Coherence: A Case Study of Adaptive Realignment and Organizational Change.
PUB DATE- Apr 92
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Education; *Organizational Change; Organizational Development; Program Implementation; *School Based Management; *School District Autonomy; *School Restructuring

Findings of a case study that examined restructuring and organizational change in a California school district over a 12-year period are presented in this paper. The research draws upon the conceptual framework of "adaptive realignment," a process in which an organization continually responds to external and internal changes as they occur. Data were derived from document analysis of district records and two phases of interviews. The first interviews were conducted with a total of 22 respondents: 2 superintendents, 3 board members, 3 central office administrators, 5 teachers, and 9 principals. The second stage involved 11 of the original sample. Shifting goals and strategies, an alternating locus of organizational control, poorly defined methods of sustaining change, and administrative turnover were identified as the dynamics that contributed to a seemingly incoherent pattern of adaptive realignment. When initial efforts to restructure the district through school-based management appeared unsuccessful, school officials ultimately chose short-term bureaucratic remedies to solve longstanding systemic problems. Conclusions are that: (1) a large gap exists between the rhetoric and reality of restructuring; (2) political community pressure for change may accelerate the process; and (3) models of school-based autonomy and centralized support may be integrated in practice. (Contains 43 references.) (LMI)

ED 350 664 EA 024 345

Padilla, Christine
Quality Schooling for Disadvantaged Students: Environmental Influences on Instruction. Findings from the Study of Academic Instruction for Disadvantaged Students.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Disadvantaged Schools; Economically Disadvantaged; *Educational Environment; *Educationally Disadvantaged; Elementary Education; *Instructional Innovation; Policy Formation; Teaching Methods

Findings of a study that explored ways of designing elementary-level instruction for disadvantaged students are presented in this paper, with a focus on the impact of the educational environment on instructional practices. The study sought to

NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Equity (Finance); Elementary Education; *Fiscal Capacity; Income; Performance Tests; *School Districts; Scores; Socioeconomic Status; *Standardized Tests; State Standards; *Test Validity
IDENTIFIERS- *Ohio; *Ranking

Findings of a study that investigated the relationship between the socioeconomic characteristics of Ohio school districts and district test performance are presented in this paper. Methodology involved ANOVA analyses of data derived from the 611 Ohio school districts that participated in the state's 1989-90 testing program. The independent variable was district wealth and the dependent variable was district performance based on students' scores on the state's reading, language, and mathematics tests. Wealth was operationally defined as the average family income per tax return in the first analysis, and as the percentage of district families receiving aid to dependent children (ADC) in the second analysis. Findings show that district performance rankings were largely a measure of family wealth, which did not reflect school effectiveness or instructional quality. School districts should not be ranked according to test scores that are highly influenced by wealth, but on the basis of three categories of educational quality: access to knowledge; district expectations; and the teaching environment. Two tables are included. (LMI)

ED 350 684 EA 024 372

Denoyer, Richard; White, Michael
Proficiency Testing and the Income Gap.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Achievement Tests; *Educational Equity (Finance); *Fiscal Capacity; Grade 9; High Schools; Income; Scores; Socioeconomic Status; *State Standards; *Test Validity
IDENTIFIERS- *Ohio

Findings of a study that examined the relationship between Ohio school district income levels and student testing performance are presented in this paper. The first statistical analysis categorized districts by residents' average income, and the second analysis classified them according to the percentage of families receiving Aid to Dependent Children (ADC). Each group of districts was compared to the percentage of ninth-grade students who passed the state mathematics, reading, writing, and citizenship proficiency test during 1990-91. Findings indicate that the passing rates were significantly related to family wealth. Districts with higher average incomes had higher passing rates than those with lower average incomes, and districts with a lower percentage of ADC families had higher passing rates than those with a higher percentage of ADC families. Conclusions are that passing rates on proficiency tests reflect wealth, not school effectiveness or instructional quality, and that proficiency test scores are not a valid measure of educational quality. Two tables are included. (LMI)

ED 350 685 EA 024 373

expectations, an experimental school ethic, and a shared focus. One table and three figures are included. (Contains 27 references.) (LMI)

ED 350 706 EA 024 401

Sagor, Richard D.
Institutionalizing Collaborative Action Research: The Role of Leadership.
PUB DATE- Apr 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Collegiality; *Educational Environment; Elementary Secondary Education; Leadership; *Leadership Qualities; *Organizational Climate; *Principals; *Professional Development; *Teacher Administrator Relationship; Teacher Role
IDENTIFIERS- *Collaborative Research

Findings of a study that examined the relationship between principals' behaviors and faculty commitment to collaborative action research are presented in this paper. Methodology focused on the actions of six elementary, middle, and high school principals who participated in Project LEARN, a collaborative action outreach service of Washington State University, Vancouver. Data were obtained from onsite observations and faculty interviews and surveys. Findings suggest that the principals' leadership behaviors had a primary influence on their schools' organizational cultures and the level of professional discourse. Principals who successfully created transformation in their teachers created partnerships with them in pursuit of teaching and learning and rewarded professionalism. Successful collaborative inquiry is enhanced by a manageable school size, the availability of mentoring opportunities, and administrators who understand the impact of organizational culture on teacher commitment. Four tables and one figure are included. (Contains 29 references.) (LMI)

ED 350 707 EA 024 403

Schmidt, Linda J.
Women in Educational Administration--A Disappearing Construct.
PUB DATE- Sep 92
NOTE- 10p.; Paper presented at the Annual Conference of Women in Administration (6th, Lincoln, NE, September 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Educational Administration; Elementary Secondary Education; *Females; *Leadership; *Leadership Styles; Organizational Communication; Sex Bias; Sex Discrimination; *Women Administrators

Literature that examines reasons for the underrepresentation of women in educational administration is reviewed in this paper. Some explanations include the circular phenomenon, in which the lack of female role models contributes to fewer women applicants, discrimination, an increase in the number of males entering the teaching field, and social norms for gender roles.

level planning and development are then described, focusing on examples in Delaware, Kentucky, Utah, New York, and Rhode Island. Retirement assistance ventures, which pair the older person with a developmental disability with a "coach" to facilitate preparation for retirement, are discussed, with examples from England, Missouri, Mississippi, New York, and Oregon. Case studies are then offered of "pull-out" programs in New York, Connecticut, and California. These "pull-out" programs are described as programs in which two or more groups of people are drawn together for a common purpose during a distinct period of time. Senior companion ventures in Washington and New York are then described. Seven case studies describe efforts to train and otherwise aid older persons with developmental disabilities to use the services at their local senior centers, in Minnesota, Ohio, Connecticut, Wisconsin, Connecticut, New York, and Ohio. Supportive services provided in social model site programs are also addressed, with examples from New York, Kansas, and California. The final section describes adult day health model programs in Massachusetts and New York. (JDD)

ED 350 730 EC 301 534

Chaikind, Stephen; Corman, Hope
The Special Education Costs of Low Birthweight. NBER Working Paper Series.
PUB DATE- Oct 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth Weight; Costs; Elementary Secondary Education; Perinatal Influences; *Premature Infants; Prenatal Influences; *Program Costs; *Special Education; *Student Needs

This paper investigates the relationship between low birthweight, enrollment in special education, and special education costs in the United States. The study used a national sample of approximately 8,000 children ages 6 to 15 from the 1988 National Health Interview Survey. The study held constant many of the social, economic, and family factors which are thought to be related to special education. Analysis indicated that children who weigh less than 2,500 grams at birth are almost 50% more likely to be enrolled in any type of special education than children who are of normal weight at birth. At an incremental cost of special education (1989-1990) of $4,350 per student, this results in an incremental cost of special education of $370.8 million per year due to low birthweight, holding other characteristics constant. (Contains 37 references.) (JDD)

ED 350 731 EC 301 536

Gerst, Diane; And Others
Go Ask Alice: A Guidebook for Parents Serving on State and Local Interagency Councils.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Employment Programs; Financial Support; Longitudinal Studies; Mental Disorders; Mental Retardation; National Surveys; Program Costs; *Program Implementation; *Severe Disabilities; State Programs; *Supported Employment; *Trend Analysis; *Vocational Rehabilitation; Wages
IDENTIFIERS- Impairment Severity

This report presents results from a fiscal year 1990 survey of supported employment funding and implementation in state vocational rehabilitation (VR) systems, and a 5-year longitudinal analysis of the national supported employment initiative. The report is based on a survey of representatives from the vocational service provider agencies from the 50 states and the District of Columbia. Findings included the following: (1) for fiscal year 1990, state VR systems identified a total of 74,657 supported employment participants, of whom 41.4 percent were receiving time-limited services and 43,785 were receiving extended services; (2) persons with mental retardation and mental illness continue to be the primary groups involved in supported employment; (3) the overall supported employment program increased by 43.5 percent over fiscal year 1989 totals; and (4) 73.1 percent of all supported employment participants were in individual placement, 17.1 percent were in enclaves, and 8.6 percent were in mobile work crews. Other findings focus on severity of disabling condition, rehabilitated and nonrehabilitated closures, provider agencies, funding sources, hourly and weekly wages, annual program costs, achievements, and remaining challenges. Sixteen tables and 12 figures present statistical data. (Contains 17 references.) (JDD)

ED 350 750 EC 301 557

Inge, Katherine; And Others
Supported Employment Staff Training Manual.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 91
NOTE- 615p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adults; Definitions; Disabilities; Educational Objectives; Educational Principles; Employment Programs; *Inservice Education; Instructional Design; Instructional Effectiveness; Job Analysis; Job Development; Job Placement; Job Training; Labor Turnover; Lesson Plans; Needs Assessment; Program Development; *Severe Disabilities; *Staff Development; *Supported Employment; *Teaching Methods; Technical Assistance; Training; Vocational Rehabilitation

This training manual provides practical guidelines for staff development in supported employment programs for individuals with severe disabilities. It provides information on designing and developing training programs using adult learning principles, for program managers or trainers responsible for implementing inservice training and technical assistance to employment specialists. The first chapter, titled "Staff Development for Supported Employment Personnel," recommends participant-driven training that applies adult learning agenda are offered. An extensive resource section lists books, periodicals, other source materials, and sources of major studies (44 citations in all). A glossary offers definitions of technical terms. (DB)

ED 350 768 EC 301 575

Nathanson, Jeanne H., Ed.
Family Involvement.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; Cultural Differences; *Disabilities; Early Intervention; Elementary Secondary Education; Emotional Disturbances; *Family Involvement; Individualized Programs; Intervention; Minority Groups; Outreach Programs; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Preschool Education; Professional Education; Rural Areas; Severe Disabilities; Teamwork; Urban Areas
IDENTIFIERS- Individualized Family Service Plans

This periodical issue focuses on the theme of involvement of families in the education of their children with disabilities. It includes papers with the following titles and authors: "A Message from the Assistant Secretary: Developing Successful Partnerships between Parents and Service Providers" (Robert R. Davila); "Parent Advocacy and Children with Disabilities: A History" (Martha Ziegler); "Supporting Families: What They Want Versus What They Get" (Susan O'Connor); "A Family Responsive Approach To the Development of the Individualized Family Service Plan" (Ann P. Turnbull and others); "Project Vision: Outreach to Infants in Rural Settings" (Jennifer Olson); "Angles of Influence: Relationships among Families, Professionals, and Adults with Severe Disabilities" (Philip M. Ferguson and others); "Training Part H Early Intervention Practitioners To Work Effectively with Families" (Carl J. Dunst and Angela G. Deal); "Implementing Individualized Family Service Planning in Urban, Culturally Diverse Early Intervention Settings" (Lisbeth J. Vincent); "Parents: The Critical Team Members" (Patty McGill Smith); and "Serving Minority Children Who Are Severely Emotionally Disturbed and Their Families: The Need for Culturally Competent Systems of Care" (Marva P. Benjamin). (JDD)

ED 350 769 EC 301 576

West, Lynda L.; And Others
Integrating Transition Planning into the IEP Process.
PUB DATE- 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Curriculum; *Disabilities; Educational Legislation; *Educational Planning; *Education Work Relationship; Federal Legislation; High Schools; *Individualized Education Programs; *Integrated Activities; Needs Assessment; Program Development; Program Evaluation; Pupil Personnel Services; Student Evaluation; Student Needs;

factors that impact learning (e.g., changing expectations and school demands, regular classroom placement); and (7) other factors that influence educational outcomes (e.g., attitudes, beliefs, and commitments). The final chapter provides a review of the book's principles, emphasizing parent-teacher cooperation in the academic and social/emotional development of the child. (Contains 45 references.) (DB)

ED 350 789 EC 301 600

School, Beverly A.; Cooper, Arlene
The IEP Primer and the Individualized Program: Preschool through Postsecondary Transition. Revised.
PUB DATE- 92
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Decision Making; *Disabilities; Educational Legislation; Educational Planning; Education Work Relationship; Elementary Secondary Education; *Individualized Education Programs; Postsecondary Education; Preschool Education; *Program Development; Program Implementation; *Student Educational Objectives; Student Evaluation; Student Placement; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act

A new and updated edition of a guide to development of Individualized Education Programs (IEPs), first published in 1981, is presented. The guide provides a step-by-step approach to the assessment process, the IEP meeting, writing the IEP, and implementing the IEP. Special emphasis is placed on changes mandated by the Individuals with Disabilities Education Act, particularly regarding new requirements for preschool IEPs and postsecondary Individualized Transition Plans. The first of eight chapters provides a summary of IEP requirements under the law. The second chapter explains the use of assessment information in developing the IEP. Guidelines for conducting the IEP meeting are offered in the third chapter, and specific suggestions and forms for writing the IEP are given in the fourth chapter. The fifth chapter addresses the placement decision and conference. The sixth and seventh chapters provide help with implementing the IEP and program management. The eighth chapter lists specific "do's" and "don'ts" for parents. Extensive appendixes include a math checklist, a reading checklist, a glossary of 47 terms, sample IEPs, and sample schedules for teachers and students. (Includes a bibliography of 19 items.) (DB)

ED 350 790 EC 301 602

McKinley, DonnaIrene
C.H.A.P (Chapter 1 and Special Education Helping At-Risk Programs.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; *Disabilities; *Educational Cooperation; Elementary Education; Federal Programs; *High Risk

"Encouraging Supporting Classroom Behaviors," "Developing Positive Visualization and Self-Talk Strategies," "Building Self-Esteem," "Understanding and Respecting Variation in Learning Style," and "The Classroom as a Team." Appendices contain copies of handouts used in the curriculum, a learning style preference assessment, and work samples. (JDD)

ED 350 809 EC 301 631

Riley, Stanley R.
Learning Process Skills.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abstract Reasoning; Auditory Perception; *Diagnostic Teaching; *Educational Diagnosis; Elementary Secondary Education; Etiology; Handicap Identification; High Risk Students; Intervention; Kinesthetic Perception; *Learning Problems; *Remedial Instruction; Skill Development; *Teaching Methods; Verbal Ability; Visual Perception

This book was written to help teachers gain a better understanding of children who are failing in school and to provide a systematic process of attacking their learning problems. The text presents workable principles for determining probable causes of learning problems and for selecting suitable, effective remedial activities. Learning problems dealt with include: visual processing problems (sequencing, memory, abstraction, and discrimination); auditory processing (sequencing, memory, abstraction, and discrimination); verbal processing (production and response); kinesthetic processing (perception, coordination, learning, and memory); and abstract processing (integration, nonverbal concepts, and concentration). For each problem area, the book includes symptoms, instructions for personal observation, tests commonly used to verify and substantiate a specific diagnosis, and suggestions for general classroom assistance and individual remediation. (Contains approximately 80 references.) (JDD)

ED 350 810 EC 301 638

Howe, Kenneth R.; Miramontes, Ofelia B.
The Ethics of Special Education. Professional Ethics in Education Series.
PUB DATE- 92
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Codes of Ethics; Confidentiality; Conflict of Interest; Critical Thinking; *Disabilities; Elementary Secondary Education; *Ethics; *Evaluative Thinking; *Moral Values; Parent Rights; Policy Formation; Religion; *Special Education; Special Education Teachers; *Student Rights

This book takes a case-based approach to ethical reflection of research in language activity and curricular genre (narrative, argumentation, summary, report, expository writing, description), and recent changes in the British advanced English language curriculum. (MSE)

ED 350 827 FL 020 526

Harrison, Brian; And Others
The Language of the Bilingual Medical Consultation.
PUB DATE- 88
NOTE- 8p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Applied Linguistics; *Communication Problems; Discourse Analysis; English; Gujarati; *Intercultural Communication; *Interpreters; *Interviews; Language Research; *Physician Patient Relationship; *Questioning Techniques; Uncommonly Taught Languages; Videotape Recordings

A study investigated translation problems arising in physician-patient interviews conducted in two languages with the help of an interpreter. Subjects were four adult native speakers of Gujarati, aged 42-70, whose physician interviews were videotape-recorded and translated, and the discourse was analyzed. Patients spoke in Gujarati, and the interpreters were family members. Questions were classified as simple, complex, or serial, and the frequency of each type was tabulated. Mistranslations in five categories (anatomical, symptoms and conditions, other terminology, euphemisms, loan words) were noted, and social and cultural factors evident in the exchanges were examined. It is concluded that while the interviews seem, on the surface and to the doctor, to be quite normal, they were often severely dysfunctional for linguistic and cultural reasons. The quality of information exchanged was such as to make correct initial diagnosis unlikely. Further study and consideration of the use of professional interpreters in such exchanges are recommended. (MSE)

ED 350 828 FL 020 527

Howell-Richardson, Christina; Parkinson, Brian
Learner Diaries: Possibilities and Pitfalls.
PUB DATE- 88
NOTE- 7p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Course Evaluation; *Dialog Journals; *Diaries; Educational Objectives; Foreign Countries; Grading; Instructional Effectiveness; *Journal Writing; *Research Methodology; Second Language Instruction; Second Language Learning; *Second Languages

Learner diaries, or dialogue journals, are popular in second language teaching. Numerous teaching, learning, evaluative, and

Research on six major issues in reading is organized into charts and a bibliography. For each of the six areas (schema theory, reading strategies and processes, comprehension studies, culture and reading, methods for teaching reading, cognitive/metacognitive issues), relevant research is summarized in a chart. Each chart contains two sections, one describing the classroom practices supported by the research and one listing specific tools, ideas, techniques, definitions, or teaching aids suggested in the literature. Each bibliographic item cited in the summary is annotated in the accompanying bibliography. Key terms in reading research are defined in an introductory section, and a 26-item non-annotated bibliography is appended. (MSE)

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ED 350 850 FL 020 670

Dabars, Zita D., Ed.
Selected Papers Delivered at the NEH Symposium in Russian Language and Culture (Bryn Mawr, Pennsylvania, May 1990).
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 162p.; For selected individual papers, see FL 020 673-674 and FL 020 677-678.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communicative Competence (Languages); Cultural Awareness; Foreign Countries; Institutes (Training Programs); Language Proficiency; Language Rhythm; Literary Criticism; Literature; Poetry; Politics; Prose; *Russian; *Russian Literature; Study Abroad; *Summer Programs; Teaching Methods
IDENTIFIERS- *National Endowment for the Humanities; *USSR

Some papers from a National Endowment for the Humanities (NEH) symposium, "Significant Russian/Soviet Cultural and Pedagogical Developments of the 1980s: Educating American Students for the Year 2000," are presented. After an explanation of the system of transliteration used in the works, the following papers and authors are included: "The USSR: A New Psychology (keynote address)" (S. F. Starr); "The Changing Soviet Scene" (G. Guroff); "The 'New Russian Literature' and Soviet Literature in the 1990s" (M. Lekic); "Ljudmila Petrushevskaja: A New Voice of Glasnost" (H. Segall); "Village Prose in the 1980s: Rewriting and Rereading Literary History" (K. Parthe); "Rethinking the Past and the Gorbachev Thaw" (K. Clark); "The Proficiency Movement: Where Do We Go from Here?" (I. Thompson); "On Evaluating Language Proficiency Gain in Study Abroad Environments: An Empirical Study of American Students of Russian" (R. D. Brecht, D. E. Davidson, R. B. Ginsberg); and "An Overview of 1987, 1988, 1989 NEH Institutes, NEH National Network, and Symposium in Russian Language and Culture" (Z. Dabars). Workshop reports are also given: Introduction (I. Thompson); Curriculum (S. Heyer); Materials (M. K. Frank); Professional Concern (D. M. Frost); and Teacher Preparation (F. Johnson). A list of participants and staff of the 1987, 1988, and 1989 summer institutes is provided. (LB)

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ED 350 851 FL 020 673

Lekic, Maria
The "New Russian Literature" and Soviet Literature in the 1990s.
PUB DATE- 91
NOTE- 17p.; In: Dabars, Zita, D., Ed. Selected Papers Delivered at the NEH Symposium in Russian Language and Culture (Bryn

distance learning field being taken within the context of existing programs. The paper indicates a need for policies and actions at institutional and Member State level that would extend the scope, power, and application of open distance learning. It also refers to areas in which a sharing of experience and expertise and possible joint actions at the European level could be taken within the framework of the creation of trans-European infrastructural networks for vocational and professional training. (KC)

ED 350 387            CE 061 808

Wimsatt-Fraim, Teresa S.
Food and Nutrition Services Quality Control Management Program.
PUB DATE- May 92
NOTE- 82p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Food Service; Foods Instruction; *Hospital Personnel; *On the Job Training; Postsecondary Education; *Program Effectiveness; *Program Implementation; *Quality Control

A program was conducted to improve the quality of food service through the training of 44 food and nutrition service employees in a 200-bed hospital. A 12-week quality control program was implemented to address four key areas: food temperatures, food accuracy, food quality, and dietary personnel. Learning strategies, emphasizing critical thinking skills, included the following: inservice education with preestablished learning objectives, reports compiled to check tray-menu-temperature accuracy, and a 10-question evaluative essay in order to determine the target group's knowledge base before and after the 12-week implementation phase. The results indicated increased levels of awareness for the target group as compared with essay results prior to implementation. The study concluded that the established quality control program can improve employees' knowledge and awareness but does not guarantee target group compliance if departmental supervision does not enforce the program. (Appendixes, more than half the document, include the following: evaluative essay; patient tray accuracy and appearance report; retherm area process; tray assembly: menu monitor; quality patient service; dress code; modifying menus for calories, carbohydrates, fat, cholesterol, sodium, potassium, protein, and fluid restrictions; menu substitution; and nonselect menu rotation. There are nine references. (Author/KC)

ED 350 388            CE 061 841

Modular Training Systems and Strategies: An International Meeting (Washington, D.C., May 11-12, 1992).
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.; Joyce Foundation, Chicago, IL.
PUB DATE- May 92
NOTE- 273p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Articulation (Education); Competence; Competency Based Education; *Curriculum Design; Educational Improvement; Foreign Countries; *Job Skills; Job Training; Labor Force Development; *Learning Modules; Learning

NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; College Faculty; College Programs; *Community Colleges; *Course Organization; Curriculum; Curriculum Development; *Integrated Curriculum; Teacher Attitudes; Teaching Methods; Two Year Colleges; *Vocational Education

Given recent Federal Government and business community emphasis on integrated vocational and academic education, a telephone survey of community colleges was made to explore what forms such integration is taking. Information was gathered through telephone contact with 45 community college officials recruited through a mailed questionnaire to a randomly selected sample of 295 community colleges and institutes and 4 site visits. The results indicated a variety of approaches to integrating occupational education; these were summarized as eight models: (1) general education requirements; (2) applied academic courses; (3) cross-curricular efforts--incorporating academic skills in occupational programs; (4) incorporating academic modules in expanded occupational courses; (5) multidisciplinary courses combining academic perspectives and occupational concerns; (6) tandem and cluster courses and learning communities; (7) colleges-within-colleges; and (8) remediation and English-as-a-Second-Language (ESL) programs with an occupational focus. Barriers to integration included disciplinary specialization, the status difference between occupational and academic instructors, lack of leadership for curriculum reform, and independent divisions in colleges. However, benefits were also cited, such as increasing student competencies and integrating the faculty. (Contains 69 references.) (KC)

ED 350 406 CE 062 026

McGraw, Kathleen; Forrant, Robert
A Workers' Perspective: Skills, Training, and Education in the Automotive Repair, Printing, and Metalworking Trades.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Auto Mechanics; Computers; *Employee Attitudes; Futures (of Society); Job Skills; Job Training; Machinery Industry; *Machinists; Postsecondary Education; *Printing; *Retraining; Secondary Education; *Technological Advancement; Vocational Education

A pilot research study examined the perspectives of workers in the machining, automotive repair, and printing and graphic arts industries on skill usage and the effects of technological change in the workplace. Research was conducted using site visits, job-shadowing, and in-depth interviews to develop the survey instrument, which was completed by about 700 self-selected workers. Using extensive quotations from the workers surveyed to draw profiles of people in each of the industries, the study determined that workers use a wide variety of manual and mental skills on the job and that these requirements are changing all the time. The change in skill level is determined by how the firm is organized to accommodate the new technology; however, most firms are not integrating education and training courses. Adults who completed the courses were eligible to take the GED tests, and those who passed participated in a special graduation ceremony with other GED graduates in the area. The manual provides job descriptions for program personnel and their qualifications. Four chapters describe the program and give examples of program materials: (1) synopsis of the family literacy program; (2) importance of interorganizational networking; (3) educating, reaching, and presenting the program; and (4) local events and promotion issues. Press clippings about the program are included. (KC)

ED 350 424 CE 062 106

Sperazi, Laura; And Others
"Finding Myself; Finding My Home." An Evaluation of the Adult Education with Homeless Persons Project.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- Sep 90
NOTE- 321p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Coordination; Demography; Economically Disadvantaged; *Educational Cooperation; *Homeless People; Participant Satisfaction; Profiles; *Program Descriptions; Program Development; *Program Effectiveness; Program Evaluation; *Program Implementation; State Programs
IDENTIFIERS- *Massachusetts

An evaluation of the second year of services of the Massachusetts Adult Education with Homeless Persons Project documented different program models evolving out of diversely defined partnerships between adult education organizations and shelters for homeless people. Site visits to all nine programs and subsequent profiles were supplemented with learner surveys and interviews. Four themes identified in the Year 1 evaluation continued to define the goals and operations of the programs in the project: partnership, curriculum and teaching methods, teacher training, and transition. The "typical" learner was a young (under 25) white single mother of one or two children who was newly homeless, saw education as a way out, who would not be enrolled in an education program if it were not provided as part of shelter services, and was very pleased with the quality of instruction. (Program profiles that comprise over 100 pages of the report follow the findings summaries. The nine profiles offer a "snapshot" of each program's unique approach to adult education for the homeless. A statistical profile is followed by a program profile that includes: (1) a program summary (history and context, need, vision and goals, distinguishing characteristics, strengths, concerns and tensions); (2) program design and implementation; and (3) recommendations. The report concludes with recommendations related to the four themes and several other issues. Appendixes include learner profiles and survey and site visit protocols.) (YLB)

ED 350 425 CE 062 107

Appliance Servicing Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 131p.; For program standards, see CE 062 108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

This guide contains 45 program standards for the emergency medical services program conducted in technical institutes in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

ED 350 443 CE 062 125

Environmental Horticulture Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 115p.; For the program standards, see CE 062 126.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; Employment Potential; Entry Workers; Job Skills; *Landscaping; Merchandising; Nurseries (Horticulture); *Ornamental Horticulture; Plant Growth; Plant Identification; Plant Propagation; Postsecondary Education; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide contains the standard environmental horticulture curriculum for technical institutes in Georgia. The curriculum encompasses the minimum competencies required for entry-level workers in the environmental horticulture field. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (English, mathematics, interpersonal relations and professional development); fundamental technical courses (horticulture sciences, woody ornamental plant identification, herbaceous plant identification, greenhouse management I, horticulture construction, nursery production, landscape design, landscape installation, pest control); and specific technical courses (greenhouse management II, landscape management, garden center management, environmental horticulture internship). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours);

This report provides results of Phase I of a project that researched the occupational area of commercial art, established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to train commercial artists. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; and State Technical Committee developmental recommendations. Section 2 presents research findings: accreditation and certification; list of typical job titles; and appropriate trade resources and sources, including references and textbooks, curriculum materials, audiovisuals, trade and professional association journals, safety manuals, safety equipment, sources for competency-based testing materials, and sources of additional information. A preliminary occupational duty and task list is comprised of 16 duties: safety; basic drawings; basic design; lettering, typography; layout and design; mechanics; airbrushing; printmaking; illustration; interior decorating; photography; sign painting; portfolio; producing a comprehensive layout; producing composition; and preparing mechanicals. Other contents include a preliminary tools and equipment list and staff and facilities recommendations. (YLB)

ED 350 461          CE 062 146

Brown, Ted; Sappe', Hoyt
Commercial Photography. Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Education; Curriculum Development; Educational Equipment; Educational Research; *Educational Resources; Instructional Materials; Job Analysis; Job Skills; Occupational Information; *Photographic Equipment; Photographs; *Photography; Photojournalism; Postsecondary Education; *Production Techniques; Program Design; Program Development; Secondary Education; Statewide Planning; *Task Analysis; Trade and Industrial Education
IDENTIFIERS- Georgia

This report provides results of Phase I of a project that researched the occupational area of commercial photography, established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to train photographic technicians. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; and State Technical Committee developmental recommendations. Section 2 presents research findings: accreditation and certification; list of typical job titles; and appropriate trade resources, including references and textbooks, curriculum materials, audiovisuals, trade and professional association journals, safety manuals, Administration (SBA), Offices of Small and Disadvantaged Business Utilization, Department of Commerce, Federal Procurement Data Center, and Department of Transportation; what to do if unsuccessful in a bid or proposal; and a contractor's responsibilities. Appendixes include standard forms, agency resources, and 60-item bibliography. Other contents in this packet include brochures on Women's Network for Entrepreneurial Training, Service Corps of Retired Executives, and SBA and seven articles from "Entrepreneurial Woman Magazine" dealing with women's experiences with the SBA. (YLB)

ED 350 479 CE 062 181

Seaman, Don; And Others
Partnering for Literacy: An Evaluation of the JTPA Partnership Grants Program.
SPONS. AGENCY- Texas State Dept. of Commerce, Austin.; Texas State Literacy Council, Austin.
PUB DATE- Jul 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Agency Cooperation; *Economically Disadvantaged; Educational Cooperation; Educational Finance; Federal Legislation; Federal Programs; Grants; *Literacy Education; Nonprofit Organizations; *Program Effectiveness; Shared Resources and Services; State Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Partnerships in Education

Fifteen literacy programs, structured as partnerships between Job Training Partnership Act (JTPA) Service Delivery Areas (SDAs) in Texas and nonprofit literacy councils, were reviewed. Interviews were conducted with students, tutors and instructors, program directors and other staff, and partners to study program effectiveness in establishing partnerships and in providing literacy services. Three factors were identified that enabled a program to achieve an effective beginning: filling an identified need within existing literacy services, using resources outside of the program partnership for help and support, and organizing the partnership agreement toward a common goal. Funding did not run smoothly. Some programs attempted to meet original goals in a shortened time frame; all programs experienced a break in services between grant cycles. The partner relationship was strongest when partners worked together in roles extending beyond referral. From the interviews, 10 characteristics describing successful partners developed. Programs offered a multitude of literacy services; staff were predominantly volunteers with little training in adult education. JTPA eligibility determination required extensive documentation, and intake assessment instruments were uneven in their capacity to determine participants' abilities. "Word of mouth" was most successful in encouraging enrollment. A model of an effective partnership program was developed. Four areas were targeted for recommended changes: grant application process, training, partnerships, and program delivery. (Interview schedules are appended.) (YLB)

ED 350 480 CE 062 184

Trombley, Carl; And Others
Mathematics in Power Technology.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown.

social worker, agency personnel), and referral coordinator. Goals are listed and responsibilities of child study team members are described. Section 2 discusses the problem-solving model and lists sequential steps for problem solving. Section 3 presents examples of intervention strategies or educational alternatives which might be attempted in an effort to meet students' needs. These include academic and behavioral interventions, principles of classroom control for the hyperactive child, classroom strategies for teachers, and reading strategies. Section 4 presents referral procedures, including ESE referrals and alternative education referrals. Section 5 is an appendix and includes samples of screening and referral forms. (ABL)

ED 350 499 CG 024 551

Jacobson, Joan M.
Midlife "Baby Boom" Women Compared to Their Older Counterparts in Midlife.
PUB DATE- Nov 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Public Health Association (119th, Atlanta, GA, November 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Baby Boomers; *College Graduates; *Females; Life Satisfaction; Marriage; *Middle Aged Adults; Trend Analysis

This study explored how societal changes have rendered contemporary midlife women different from those who have preceded them. Subjects were female college graduates who were mailed a demographic survey, the State-Trait Anxiety Inventory, and the Salamon-Conte Life Satisfaction Scale. Subjects were divided into three artificially created groups. Group one (ages 34 to 42) consisted of 326 baby boom midlife women. Group two (ages 43 to 48) consisted of 292 pre-baby boom mid-life women. Group three (ages 49 to 55) consisted of 344 older pre-baby boom women. Baby boom women had actually reached their high aspirations and were comparable or ahead of their older counterparts in occupational status and household income. The vast majority of baby boom midlife women were choosing marriage and were continuing to bear children. The difference appeared to be that marriage and childbearing occurred later in life. Despite the societal changes, traditional values, in the main, appeared to be the most preferred options for the women in this study. Women who reported that they were married, or living with someone, demonstrated lower levels of anxiety and higher life satisfaction. The results of the study revealed that the effects of socialization, rather than age, yield major significant variables influencing a feeling of well being in both cohorts of midlife women. (Contains 32 references and 4 tables.) (ABL)

ED 350 500 CG 024 552

Beasley, Carol; Christenberry, Nola J.
School-Based Interventions with Child and Adolescent Victims of Sexual Abuse.
PUB DATE- 14 Nov 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November, 13-15, 1991).

A Brief History of Student Development.
PUB DATE- 19 Mar 91
NOTE- 8p.; Paper presented at the Annual Convention of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Counseling Objectives; Counselor Role; *Higher Education; *Student Development; *Student Personnel Services; Student Personnel Workers; Trend Analysis

The notion that student personnel work was more than the administration of student services, that total full-rounded education and development was a legitimate concern of higher education, is not new but is a theme that has surfaced in publications of 30 or 40 years ago. What was purportedly new about the student development movement of the late 60s and early 70s was that university staff should intentionally introduce proactive programs and that the nature and content of these interventions and the outcome could be specified by designing them in conformance with an appropriate theory of human development. The student development movement grew as explicated in three seminal documents: (1) "Student Development Services in Higher Education" (Council of Student Personnel Associations in Post Secondary Education, 1972); (2) "Student Development in Tomorrow's Higher Education--A Return to the Academy" (Bob Brown, 1972; and (3) "A Student Development Model for Student Affairs in Tomorrow's Higher Education" (American College Personnel Association, 1975). Today there is a professional association that regards human development as the commonly held core of the profession, a journal that has apparently reoriented its focus from the general concerns of the broad student affairs field to concentrate on student development, and a profession that has committed its future to a version of its mission that has not yet proven itself and has failed markedly to accomplish its major goals. (ABL)

ED 350 521 CG 024 575

Muench, Diana M.; And Others
A Survey of Psychology Alumni: What They Did with a Bachelor's Degree.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alumni; *Bachelors Degrees; *Graduates; Graduate Surveys; Higher Education; *Psychology; *Undergraduate Study; *Vocational Followup

In this study a survey of alumni (N=68) with bachelor's degrees in psychology graduating in the past 10 years from the University of Wisconsin-Platteville (UW-P) was conducted. The results of the study indicated that the majority of graduates began their careers in the clinical/counseling field, but as time progressed the majority of them were employed in business. Perhaps this was due to the low salaries of master's level clinical/counseling positions and that graduates start in that area to gain experience and not for the monetary benefits. Less than 50% of the alumni participated in an internship, but those who did rated it well above average. The mean salary is slightly misleading. Of the alumni who were earning more than $30,000 all were employed in the business area except for two groups norms for the prevention of HIV infection. An outline for a 3-day secondary school program of HIV education is provided. Day I activities include a pre-test and a videotape. Day II includes a presentation on AIDS, HIV, control of exposure, personalization of susceptibility, risk-reduction strategies, testing, living with HIV, resources, and distribution of a brochure. Day III continues risk reduction strategies on decision making and HIV. Forms and exercises are included. Lesson plans are included on developing awareness of behaviors which place a person at risk for HIV or developing personal control over exposure to HIV; encouraging a sense of personal susceptibility regarding HIV infection; and condom use. (ABL)

ED 350 541 CG 024 595

Ray, Martha S.
The College-Choice Process for High School Students: An Evaluation of High School Counselor Interventions and Strategies.
PUB DATE- 92
NOTE- 79p.; Educational Specialist research project, Florida State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Bound Students; *College Choice; *Counseling Effectiveness; High Schools; *High School Seniors; School Counseling; *School Counselors; *School Guidance; Student Attitudes

The purpose of this study was to determine which strategies and interventions used by high school counselors to assist students in the college-choice process were perceived by the students as most helpful. Specifically, this study identified the perceptions of students in a middle-income, small city high school. Subjects (N=57) were members of a senior class currently enrolled in an Advanced Placement English class. A wide range of activities and resources designed to assist the college-selection process were made available to assist these students over the period of high school attendance. Data were collected using a questionnaire. Each student was asked to rate various college selection materials and strategies used by the counselor to augment the college-selection process of the students. These students were also asked to evaluate the guidance reference room provided and the services of the counselor. A majority of the students indicated that they were satisfied or more than satisfied with the services provided by the guidance counselor in their college-search activities. The guidance reference room was also widely used and found to be more than satisfactory by 64.8% of the students in the survey. The most helpful resource in facilitating the college-choice decision was indicated by the respondents to be the college visit. The least helpful resource ranked by the students was individual conferences with classroom teachers. (Contains 32 references.) (ABL)

ED 350 542 CG 024 596

Madak, Paul R.; Bravi, Gerald D.
"Second Step: A Violence Prevention Curriculum" in a Western Canadian Elementary School. An Evaluation.
PUB DATE- Sep 92
NOTE- 109p.

Wilson, Marjorie S.
Helping Young Children Gain in Literacy: Implementing a Whole Language Approach in Prekindergarten.
PUB DATE- 92
NOTE- 75p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Early Intervention; *Inservice Teacher Education; Instructional Effectiveness; *Parent Participation; *Preschool Children; Preschool Education; *Whole Language Approach
IDENTIFIERS- *Emergent Literacy

A practicum was developed to assist prekindergarten teachers present a whole language approach in their already developmentally appropriate classes. Six teachers from three classrooms serving 63 four- and five-year-old children participated in on-site training and weekly consultations. The teachers were all experienced paraprofessionals with Child Development Associate (CDA) credentials. The children were admitted to the prekindergarten program based on income eligibility. The teachers attended five 2-hour workshops on how young children learn about reading and writing in a whole language approach classroom. The teachers learned about the use of predictable big books and ways to provide print experiences throughout the room. An attempt was made to involve parents through a meeting on the whole language approach, a book sale, and a lending library. The final checklist of each classroom documents a large increase in print opportunities, teacher encouragement and child participation with print. Although the parent meetings were held and children's books sold, parents did not become active participants in the process. The teachers believed the parents needed more information about the program's parental expectations prior to the program's start. (Twenty-nine references, a list of questions about the whole language project, a checklist for whole language classrooms, the schedule for the teacher workshop, a children's checklist, a letter to parents, and a description of a whole language classroom are attached.) (Author/RS)

ED 350 563          CS 011 040

Inglesby, Pamela
Historical Work in Mass Communication Studies: Literacy, Libraries, and Popular Reading.
PUB DATE- Aug 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Cultural Context; *Library Development; *Library Research; *Library Role; *Literacy; Mass Media Role; *Public Libraries; Research Proposals; Social Influences
IDENTIFIERS- Free Library of Philadelphia PA; *Historical Background; Literacy as a Social Process

Recent work in both the history of education and the influence of popular culture suggests that libraries can be studied as sites where the public is taught--through a variety of mechanisms--important lessons about communication, knowledge and society. Researchers have addressed the interpretive question of whether literacy is tied to progress and the question of whether literacy is always expanding. The nineteenth century was a

Evans, Deborah J.
Increasing Instructional Options for the Teaching of Reading and Writing through Staff Development.
PUB DATE- 92
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Inservice Teacher Education; Instructional Effectiveness; Program Descriptions; *Reading Instruction; *Reading Writing Relationship; *Staff Development; Theory Practice Relationship; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Trade Books

A practicum was designed to increase the instructional options chosen by classroom teachers in order to create meaningful connections between reading and writing for elementary students. Teachers in the target school were experiencing difficulty in translating theory into effective classroom practice. In response to a teacher needs assessment, four key areas of focus were identified and four corresponding workshops specifically geared to teacher grade levels, and including references to the textbook series in use, were developed. The workshops were: (1) What is Whole Language? (2) Integrating Reading and Writing; (3) Whole Class Instruction; and (4) Combining Trade Books with the Basal. Practical handouts accompanied each workshop. A list of trade books that related to concepts and themes in their math series was particularly popular. Classroom visitations and individual meetings were arranged, and professional books, articles and video tapes were also made available. Outcomes were positive, with all the practicum goals being met. All teachers demonstrated the use of several new teaching strategies. Central office administrators became interested and involved in the practicum. (Thirty-six references and an appendix containing the teacher survey are attached.) (Author/SR)

ED 350 584 CS 011 066

Morrow, Lesley Mandel, Comp.; And Others
Resources in Early Literacy Development. An Annotated Bibliography.
PUB DATE- 92
NOTE- 58p.; Project of the Reading/Language in Early Childhood Committee, 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Early Childhood Education; *Family Environment; Microcomputers; *Oral Language; Reading Comprehension; Reading Writing Relationship; Television; *Writing (Composition)
IDENTIFIERS- *Emergent Literacy; Print Awareness

Intended to disseminate new information about early literacy development to teachers of young children, this 125-item annotated bibliography includes listings of books, book chapters, pamphlets, journal articles, and videocassettes that can help enhance teachers' knowledge base about theory and strategies in early literacy development. The material in the bibliography was published between 1973 and 1993. An introduction describes the areas of early literacy development under which the resources in the bibliography are categorized.

128-item bibliography, and two appendixes--containing a list of the first high school yearbooks published, and two cover letters and the survey questionnaire--are included. (SR)

ED 350 604 CS 213 517

Langer, Judith A.
Discussion as Exploration: Literature and the Horizon of Possibilities. Report Series 6.3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Classroom Communication; Classroom Research; Critical Reading; *Discussion (Teaching Technique); *English Instruction; Grade 11; High Schools; Instructional Improvement; Literary Criticism; *Reader Text Relationship; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Aesthetic Reading; Great Gatsby; Tularecito

Concerned with redefining instructional theory related to the teaching and learning processes in literature, this paper concentrates on articulating principles underlying literature instruction that can be taught in methods courses and that can become the framework that teachers internalize and use to make daily decisions about their teaching and their students' learning. The paper first points out that reader-based instructional goals are difficult to attain because the field of English education has not yet developed instructional approaches that lead to such endpoints. Drawing on the results of two related sets of studies, the paper argues that what "works" in the classroom usually takes place during discussion (both when the teacher is involved and when students work in groups), and that the most productive literary reasoning students do during those discussions involves the exploration of possibilities. The paper then records two eleventh-grade discussion lessons (one on "Tularecito" and one on "The Great Gatsby") as examples. According to the paper, The "Tularecito" lesson is controlled by the teacher, who bases her decisions about what to talk about on a close reading of the text; the "Gatsby" lesson, on the other hand, shows how discussion can be used to move student thinking along and to explore a horizon of possibilities. The paper suggests that it is this latter notion of discussion that needs to be at the center of the reform movement in literature. Thirty-four references are attached. (NKA)

ED 350 605 CS 213 530

Ingle, Laura A.
Improving Students' Language and Parental Classroom Involvement through the Use of a Computer and Multi-Media Applications.
PUB DATE- Jun 92
NOTE- 71p.; Attachments (p63-71) contain photographs and computer graphics that may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Communication; Computer Assisted Instruction; *Computers; Multimedia Instruction; Parent Attitudes; *Parent Participation; *Parent Student Relationship;

include statistical and graphic analysis of process writing skills and attitudes towards writing, student contract, holistic criteria, lesson plan outline, time line, assignment tracking sheet, and computer software evaluation.) (SR)

ED 350 625 CS 213 580

Andrews, Larry
Language Exploration & Awareness: A Resource Book for Teachers.
PUB DATE- 93
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Cultural Context; *English Instruction; *Language Arts; Language Role; Language Usage; Language Variation; Psycholinguistics; Resource Materials; Secondary Education; Social Discrimination; Sociolinguistics
IDENTIFIERS- Discourse

Emphasizing a sociocultural view, this book encourages language teachers to broaden their views of the English language arts curriculum, and thereby increase students' opportunities to examine a broader array of language elements (semantics, regional and social variations, discourse conventions). The first section of the book describes what Language Exploration and Awareness (LEA) is and how LEA differs from the traditional approach to the study of language in schools. Chapters in the first section are: (1) "Language Exploration and Awareness: What It Is"; (2) "Language Exploration and Awareness: Why It Is"; and (3) "Language Exploration and Awareness: Three Prerequisites." The second section of the book provides the classroom teacher with basic concepts, knowledge, and information about a number of important elements of language, and offers illustrative class activities called "Student Explorations." Chapters in the book's second section are: (4) "Properties of Communication and Language"; (5) "Words and Lexicography"; (6) "Syntax, Spelling, and Good English"; (7) "Discourse Routines and Social Conventions"; (8) "Regional, Social, and Historical Variations; (9) "Meanings and General Semantics"; and (10) "The Language of Intolerance and Discrimination." A policy statement, "Non-White Minorities in English and Language Arts Materials," and a 140-item bibliography are attached. (RS)

ED 350 626 CS 213 581

Sheridan, Daniel
Teaching Secondary English: Readings and Applications.
PUB DATE- 93
NOTE- 430p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *English Instruction; English Teacher Education; Higher Education; Methods Courses; *Reader Response; Reading Materials; Secondary Education; *Secondary School Curriculum; Sociolinguistics; *Teaching Methods; Textbooks; *Writing Instruction
IDENTIFIERS- *English Teachers; *Process Approach (Writing)

This "hybrid" textbook (part anthology, part activities, part discursive text) introduces methods students to important discipline's procedures for assessing oral competency. (Five tables of data are included; 47 references are attached.) (RS)

ED 350 645          EA 023 992

Adelman, Howard S.
Parents and Schools: An Intervention Perspective.
PUB DATE- 92
NOTE- 46p.; Paper presented at the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; Elementary Secondary Education; Extended Family; *Family School Relationship; *Intervention; *Parent Participation; *Parents; *Parent School Relationship

This paper examines parental involvement in schools and schooling. "Parents" in this case are interpreted broadly to include extended families and the variety of child caretakers. Building on existing literature, it offers some expanded conceptual frameworks with a view to enhancing subsequent intervention research, practice, and policy making. The first section, on society's agenda for involving the home, gives a rationale on intentional intervention. Explained are the respective agendas for involving the home--socialization, economic, political, and helping agendas. The second section focuses on the forms of involvement in schools. Reviewed are existing categorizations found in the literature. A continuum model differentiates types of involvement in terms of a system or individual function or both. The third section concerns the nature of barriers to involvement; institutional and impersonal barriers are addressed. The final section discusses general intervention concerns, steps, and strategies relating to enhancing involvement. The four major intervention steps to be planned, complemented, and evaluated are discussed: (1) organizing the institution for involvement; (2) inviting involvement; (3) facilitating involvement; and (4) maintaining involvement. (Contains 65 references.) (RR)

ED 350 646          EA 024 207

Crampton, Faith E.
The State of New York School Finance: A Post-Reform Perspective.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Educational Equity (Finance); Educational Policy; Elementary Secondary Education; *Expenditure per Student; *Finance Reform; Outcomes of Education; *Resource Allocation; *State Aid; Teacher Salaries
IDENTIFIERS- Funding Formulas; *New York

Despite a decade of reform efforts, important policy questions concerning the efficiency and equity of the current financing system remain unanswered. This paper examines New York State fiscal and educational outcome data for 1985/86 through 1989/90. Data are presented for school district expenditures and teacher salaries; local revenue bases and fiscal effort;

identify the current range of instructional practices and demonstrate their potential applications to disadvantaged learners. Rather than assuming a deficit view of such students, alternative instructional models focus on the knowledge, skills, and abilities that all students possess. Fifteen high-poverty elementary schools with good performances on standardized tests were studied during the 1989-90 and 1990-91 school years. A total of 85 first-, third-, and fifth-grade teachers and their students were studied in the first year, and 68 of the classrooms were examined in the followup study. Approximately 1,800 students were included. Methodology also involved interviews with staff, principals, and teachers; analyses of daily teacher logs and student test data; classroom observations; and administration of teacher questionnaires. The alternative instructional approaches identified were not primarily linked to higher-achieving or more affluent student populations, or to better prepared, more satisfied teachers. However, state and district policy and school factors appeared to create distinct classroom types. Policy influenced classroom instruction through curriculum guidelines, textbook adoption, and testing. Teacher support is necessary when adopting alternative instructional practices. Eight tables are included. (Contains 27 references.) (LMI)

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ED 350 665 EA 024 347

Wadsworth, Barry
Promoting Constructivist Teaching & Learning: Problems and Possibilities. A School Committee Perspective.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; *Cognitive Development; *Cognitive Processes; *Constructivism (Learning); Educational Theories; Elementary Secondary Education; *Emotional Development; Instructional Improvement; Moral Development; *Piagetian Theory; *Student Development

The potential for the coherent integration of the cognitive and affective aspects of student development through a constructivist approach is discussed in this paper. Educators should be concerned with students' learning with regard to developing values and characteristics, especially respect and responsibility. The obstacles that hinder the creation of constructivist schools are described, some of which include the politics of state-level policy formation, the hierarchical nature of local decision-making, control by compromising superintendents, adversarial teacher-board relationships, dissatisfied teachers, and apathetic parents. Strategies for bringing constructivism into school systems at several levels include hiring visionary principals and superintendents, providing teacher retraining programs, and enlisting community support. (LMI)

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ED 350 666 EA 024 348

Lewis, Mary Daly
Professional Development Schools: Conditions for Readiness.
PUB DATE- 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American

Khan, Badrul; And Others
Indiana's 21st Century Schools Pilot Project.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; Institutional Characteristics; *Participative Decision Making; *Program Implementation; *School Restructuring; State Action
IDENTIFIERS- *21st Century Schools Pilot Project IN; *Indiana

Findings of a study that examined the progress of three Indiana schools (Beech Grove Senior High School, Indianapolis; Linton-Stockton Elementary School, southwestern Indiana; and Richmond High School) toward educational innovation goals under the 21st Century Schools Pilot Project are presented in this paper. Each school is described in terms of its vision and mission, changed features, actual progress to date, and obstacles to change. Although the school environments and goals differ, they share the following themes: clearly defined visions; site-based, shared decision making; and an understanding of restructuring as a learning process. Common obstacles include resistant teachers and a lack of time and training. A copy of the legislation for the 21st Century Schools Pilot Project and a description of six pilot schools' vision plans are included. (LMI)

ED 350 686 EA 024 374

Schaeffer, Joyce; Betz, Loren E.
Effective Parent Involvement in Secondary Schools of Texas Identified as Exemplary, 1982-1989. Research Monograph.
PUB DATE- 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Family School Relationship; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; Program Effectiveness; School Community Relationship; School Effectiveness; Secondary Education; *Secondary Schools
IDENTIFIERS- *Texas

Findings of a study that examined effective parent involvement programs in selected Texas secondary schools are presented in this paper. Surveys were mailed to a total sample of 464 respondents in 35 secondary schools identified as exemplary--35 principals, 35 counselors, 175 teachers, 175 parents, 22 district superintendents, and 22 district school board presidents. A total of 229 surveys were completed, a 49 percent response rate. Onsite visits were also conducted at two middle and three high schools in the sample, where parents and school personnel were interviewed. Findings indicate that parent participation in school-based decision making (budgeting, staffing patterns, curriculum, etc.) is limited and generally not desired by school personnel or parents. Parents' lack of involvement is due to misunderstandings, not a lack of time. Recommendations are made for improving parent participation programs: offer a broad spectrum of activities; meet parents'

Women's management styles tend to be more interactive and motivated by intrinsic rewards, and men tend to use controlling behaviors. The literature substantiates the idea that women possess the skills needed for effective administrative leadership, yet continue to be underrepresented in administrative positions. Inequalities can be addressed by providing mentoring opportunities, encouraging university collaboration, and changing society's misconceptions. (Contains 11 references.) (LMI)

ED 350 708 EA 024 405

Watts, Gary D.; Castle, Shari
The Time Dilemma in School Restructuring.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; *Educational Planning; Elementary Secondary Education; *Faculty Workload; Program Implementation; Scheduling; *School Restructuring; *Time Management

Findings of a study that identified time management strategies used by schools involved in restructuring to address the problem of time are presented in this paper, which is based on the assertion that school faculties need time to restructure while implementing new programs. Methodology involved a survey of 31 schools and 14 school districts that participated in National Center Programs, such as the Mastery In Learning Consortium, the district-based Learning Laboratories Initiative, and the pre-service preparation based Teacher Education Initiative. Five strategies used by educators to find time for restructuring included using freed-up time, restructured or rescheduled time, common time, better-used time, and purchased time. Findings of other studies appear to substantiate the results. Other considerations include addressing both individual and institutional needs, considering the local context, implementing participative decision making, providing a longterm focus, and informing legislators and policymakers about the need for professional time. A copy of the survey is included. (Contains 18 references.) (LMI)

ED 350 709 EA 024 406

van den Berg, Ellen
Producing Innovative Textbooks To Establish an Open Learning Program.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Material Development; *Open Education; *Textbook Publication

(055)
DESCRIPTORS- *Agency Cooperation; Citizen Participation; Coordination; *Disabilities; Early Childhood Education; *Early Intervention; Meetings; *Parent Participation; *Policy Formation; *Public Policy; State Programs; Statewide Planning
IDENTIFIERS- Alice in Wonderland

This guidebook is offered as a "road map" for parents who wish to be involved in shaping public policy regarding early intervention for children with disabilities, by participating in state or local Interagency Coordinating Councils (ICCs). Parents who are current or former members of state ICCs share their stories, learning, and thoughts about what it means to be a parent representative. Each chapter begins with a quotation from "Alice in Wonderland" by Lewis Carroll and ends with a quotation from "Alice in ICC-Land," a play written by Jeanette Behr. The story of Alice was chosen because of its many useful parallels with parents' experience on state ICCs, as they venture out from their everyday reality to a land where things are not always what they seem. Eight chapters focus on: (1) the role of parent representative and ways to find a mentor; (2) the relationship between the ICC and the lead agency; (3) appropriate ways in which to relate the experience of having a child with a disability; (4) the history and nature of early intervention; (5) how to get respect, information, and support; (6) preparing for the first ICC meeting; (7) taking on new roles with increased experience and identifying issues and other Council members who will listen; and (8) becoming a mentor and determining one's effectiveness. Appendices contain a copy of the play "Alice in ICC-Land"; a statement on full participation of families; findings from a survey of ICC parents; information on parent reimbursement; a list of resource organizations; and recommendations concerning ICC parent development and support. (JDD)

ED 350 732 EC 301 537

New York State Plan for Education of Students with Disabilities, 1993-1995.
PUB DATE- Jun 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); Delivery Systems; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; Program Development; *Special Education; *State Programs; *Statewide Planning
IDENTIFIERS- Individuals with Disabilities Education Act; *New York

This state plan describes how the state of New York intends to comply with legislative mandates concerning education of children with disabilities, specifically the Individuals with Disabilities Education Act (IDEA) and Part 300 of the Code of Federal Regulations. It also describes the planning and program initiatives that will be undertaken at the state level regarding the provision of special education programs and services during the 1993-1995 cycle. The plan is organized according to the checklist provided by the U.S. Office for Special Education and Rehabilitation Services to assist states in the development of state plans. Each section of the State Plan describes how New York State meets the federal requirements specified in the corresponding section of the principles of active trainee involvement. It addresses learning principles; needs assessments; force field analysis; training objectives; learning contracts; program design; designing visual aids; small group training; use of "icebreakers", case studies, games, and field work experience; and evaluation. The second chapter, "Overview of Supported Employment," defines supported employment, describes major models, outlines values of supported employment, and offers nine sample training activities. The third chapter, "Job Development," focuses on competencies needed for marketing, job market analysis, and job analysis. It provides sample staff development evaluation forms and presents 12 sample training activities. The fourth chapter, "Consumer Assessment & Job Placement," discusses evaluation of training needs in this area and offers 11 sample training activities. The fifth chapter, "Job Site Training," outlines competencies and evaluates needs for job site training in three phases: orientation and assessment phase, initial training and skill acquisition phase, and job stabilization phase. Thirteen training activities are provided. The final chapter, "Follow-Along," describes learning activities that emphasize making systematic and individualized supports available as needed to maintain and enhance the position of the worker. Samples of overheads and participant handouts are provided, and an appendix defines supported employment terms and concepts. (Contains approximately 120 references.) (JDD)

ED 350 751 EC 301 558

Computer Rehabilitation Training for the Severely Disabled.
PUB DATE- Nov 91
NOTE- 46p.; A product of the Computer Rehabilitation Training Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Vocational Education; *Agency Cooperation; *Computer Science Education; Curriculum; Data Processing; Independent Living; *Job Training; *Physical Disabilities; Postsecondary Education; Programers; Programing; School Business Relationship; Systems Analysts; *Vocational Rehabilitation
IDENTIFIERS- Louisiana

The Computer Rehabilitation Training Program for the Severely Disabled is a job-oriented training program to prepare physically handicapped persons to become computer programmers and analysts. The program is operated by: a nonprofit organization of Baton Rouge-area business people interested in data processing; the Department of Social Services, Louisiana Rehabilitation Services; the Louisiana State University (LSU) System Network Computer Center; and the LSU Division of Continuing Education. The program objectives include: provide training to enable students to develop skills necessary to be successful in a computer programmer/analyst position; provide a pseudo-work environment to aid the student to succeed in a working business environment; assist the graduate in acquiring his/her first position as a computer programmer/analyst; and develop independent living skills. The program seeks to maintain a highly qualified and complete curriculum designed to meet the needs of both the students and their future employers. The curriculum, which includes over 1,800 hours of lab experience during 11 months of instruction, encompasses such subjects as accounting, C programming, COBOL programming, operating systems, spreadsheet applications, and relational

Student Personnel Services; Student Responsibility; Student Rights; *Transitional Programs
IDENTIFIERS- Self Advocacy

The purpose of this guide is to assist those involved in the transition planning process to help students with disabilities achieve a smooth transition from school to adult life. The guide addresses topics that deal with the preparation of students with disabilities as they leave high school. The guide's eight chapters deal with: (1) defining transition and transition planning and outlining relevant legislation; (2) transition and self-advocacy, and the student's rights and responsibilities at the Individualized Education Program (IEP) meeting; (3) identification of needs and student assessment, including methods of collecting data, how to use assessment data, and types of assessment; (4) individual planning for transition, focusing on targeted outcomes and roles and responsibilities of IEP team members; (5) curriculum for successful transition, which includes functional curriculum, daily living skills, social skills, occupational skills, and other topics; (6) support services in secondary and postsecondary settings; (7) transition planning and interagency cooperation; and (8) program evaluation and follow-up, which emphasizes the need for student follow-up as a necessary part of transition. An appendix provides three sample IEPs. (Contains 28 references.) (JDD)

ED 350 770 EC 301 577

Nolan, Kathleen A.; Polloway, Edward A.
The Use of Reconstructive Elaborations: Application in Science Instruction.
PUB DATE- Jul 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Emotional Disturbances; Grade 6; *Instructional Effectiveness; Instructional Materials; Intermediate Grades; Learning Processes; *Mild Disabilities; *Mnemonics; Pictorial Stimuli; Retention (Psychology); *Science Instruction; Student Motivation; Teacher Developed Materials; Teaching Methods; *Vocabulary
IDENTIFIERS- *Reconstructive Approach

This study compared the use of traditional methods and the use of reconstructive elaborations on learning specialized science vocabulary, involving two sixth-grade students with emotional disturbances. The reconstructive elaborations were pictures that linked together information to make it more familiar and meaningful, most commonly through the use of an acoustically similar keyword. The study found that teacher-made mnemonic materials can effectively be used to increase the retention of science vocabulary. The study concluded that mnemonic instruction can enhance instructional programs for students with mild disabilities, and that reconstructive elaborations have a positive effect on motivation. (Contains 15 references.) (JDD)

ED 350 771 EC 301 582

Cochlear Implants. National Institutes of Health Consensus Development Conference Statement (May 4, 1988). Volume 7, Number 2.
PUB DATE- 4 May 88
NOTE- 11p.

Students; *Inservice Teacher Education; *Instructional Improvement; Integrated Activities; Program Development; Reading Difficulties; Reading Instruction; *Regular and Special Education Relationship; Remedial Reading; Teacher Effectiveness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Pennsylvania

This paper describes a pilot project designed to facilitate coordination among Chapter 1, Pennsylvania Special Education, and Pennsylvania Regular Education services, with the goal of providing a more integrated support system for students. The project, named C.H.A.P. (for Chapter 1 Special Education Helping At-risk Programs), served 282 educators and 105 students. Its most prominent aspects during the 1991-1992 school year were classroom demonstrations, program improvement, and a special collaborative project. The on-site classroom demonstrations illustrated techniques in teaching oral reading fluency, reading comprehension, vocabulary development, prewriting activities, study skills, following directions, and individualization. Program improvement was effected by phone consultations and program sessions on cooperative teacher planning, team teaching, and alignment with regular education. A specific 6-week project attempted to assist a second grade teacher working with 15 students at risk of failure in her homogeneously grouped reading class. The project focused on developing teaching strategies that would maximize the students' academically engaged time. Substantial progress in students' skills in word recognition, word meaning, and reading fluency were reported. (DB)

ED 350 791 EC 301 603

Shortridge, James; And Others
Sexuality and Disability: A SIECUS Annotated Bibliography of Available Print Materials.
PUB DATE- Sep 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Databases; *Disabilities; Intermediate Grades; Periodicals; Resources; Secondary Education; *Sex Education; *Sexuality

This annotated listing of print materials on sexuality and disability includes 61 publications as well as 2 databases and 23 organizations. Print materials are listed alphabetically by title within the following categories: books, materials for parents, materials for professionals, curricula, and journals/newsletters. Prices, addresses, and telephone numbers of sources are given for most materials. Materials were published from 1982 through 1991. (DB)

ED 350 792 EC 301 605

Knee, Kathleen; And Others
Memory of Specific Learning Disabled Readers Using the California Verbal Learning Test for Children.
PUB DATE- Aug 91
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

concern to special educators and other education professionals. After an introductory chapter, Chapter 2 is devoted to philosophical concerns surrounding the nature of moral philosophy and ethical deliberation. "Principle-based" and "virtue-based" moral theories are contrasted, and the role of the teacher in balancing these approaches is addressed. Chapters 3 through 5 each provide a brief discussion of a general issue, illustrating the issue in terms of specific cases and then discussing the cases in depth. General themes of these chapters are reflected in their titles: "Public Policy and the Mission of Special Education," "Institutional Demands and Constraints," and "Students and Parents as Sources of Obligation," respectively. Chapter 6 concludes the book, providing a brief discussion of the ethics of compromise and re-examining cases from preceding chapters in terms of the compromise issue. Appendices provide examples of specific professional ethical codes and a discussion of the role of religion in ethical deliberation. (PB)

ED 350 811 EC 301 639

Shaywitz, Sally E., Ed.; Shaywitz, Bennett A., Ed.
Attention Deficit Disorder Comes of Age: Toward the Twenty-First Century.
PUB DATE- 92
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Definitions; *Drug Therapy; Elementary Secondary Education; *Handicap Identification; *Hyperactivity; Neurological Impairments; Pharmacology; *Reading Difficulties; *Student Evaluation

This collection of papers focuses on definitions, assessment, assessment instruments, and distinctions between attention deficit disorder (ADD) and general learning disabilities or conduct disorders. Part I covers issues of definition and assessment in the following papers: "Methodological Issues in the Classification of ADD" (Jack Fletcher, et al.); "The Yale Children's Inventory: Normative Data and Their Implications for the Diagnosis of ADD in Children" (Sally Shaywitz, et al.); and "School-Based Assessment of Attention Deficit-Hyperactivity Disorder" (Marc Atkins and William Pelham). Part II examines distinctions within and across disorders in the following: "Validity of the Diagnostic Category of ADD Without Hyperactivity: A Review of the Literature" (Benjamin Lahey and Caryn Carlson); "Association Between Attention Deficit-Hyperactivity Disorder and Learning Disorders" (Dennis Cantwell and Lorian Baker); "ADD and Specific Reading Disability: Separate but Often Overlapping Disorders" (Roscoe Dykman and Peggy Ackerman); "The Effect of Extra Time on Reading Comprehension Scores for University Students With and Without Learning Disabilities" (M. Kay Runyan); and "The Boundaries of ADD" (Mark Epstein, et al.). Part III addresses the neurobiology of ADD in "Cognitive Event-Related Potentials in ADD" (Rafael Klorman) and "Corpus Callosum Morphology in Attention Deficit-Hyperactivity Disorder" (George Hynd, et al.). The final section focuses on treatment in the following: "Cognitive Training in ADHD Children: Less to It Than Meets the Eye" (Howard Abikoff); "Stimulant Medication and Parent Training Therapies for Attention Deficit-Hyperactivity Disorder" (Arthur Anastopoulos et al.); "Effects of Stimulant Medication on Learning in Children with ADHD" (James Swanson, research-related uses for them have evolved. Pedagogically, they are used to identify and allay anxiety, offer advice on specific difficulties, provide study skill and individual feedback, encourage student self-assessment, encourage curiosity about the target culture and keep personal records of foreign travel, and practice language use. For evaluation, they provide information for short-term adjustment of methods/materials and group dynamics, and for teacher assessment. In research, journals can help investigate language learner behavior, especially outside class, examine student feelings and conceptualizations, and explore how these factors relate to learning. Variables in diary research requiring consideration include journal layout, access, assignment administration, and feedback. Practical difficulties that can arise from these variables include marking or grading of entries, conflicting student and teacher purposes, conflicting teacher and administrative uses, and first- versus second-language use in entries. For diary use in class, teachers should plan their content and confidentiality, anticipate subsequent guidance to students, decide to what extent entries are a required activity, and specify diary uses. (MSE)

ED 350 829          FL 020 528

Meara, Paul; Jones, Glyn
Vocabulary Size as a Placement Indicator.
PUB DATE- 88
NOTE- 9p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Testing; *English (Second Language); Foreign Countries; Knowledge Level; Language Research; *Mathematical Formulas; *Student Placement; Test Use; *Vocabulary
IDENTIFIERS- Eurocentres Schools (United Kingdom); *United Kingdom

The student placement test in English as a Second Language used for the Eurocentres schools in the United Kingdom differs from traditional placement tests in that it is a vocabulary test and does not attempt to measure other aspects of learner knowledge of English. The test attempts to measure absolute size of the learner's English vocabulary. The totally automated test is administered by displaying a large number of words on a computer screen, asking the learner which he knows, and using mathematical formulas to estimate vocabulary size. The examinee proceeds through a series of such screens. An example with French vocabulary illustrates the method. The mathematical model used for calculating vocabulary size evolved from military research. Results of administration of the test to about 250 students from a wide range of language backgrounds were compared with results of the previously-used placement test at the Eurocentres schools found relatively high correlations between the tests but some variation by language group. It is concluded that the test works well for placement but needs further refinement, and that visual recognition of words may not accurately reflect knowledge of them. Use of imaginary words in the test should also be reconsidered. (MSE)

ED 350 830          FL 020 529

Mawr, Pennsylvania, May 1990); see FL 020 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Foreign Countries; International Relations; Literary Criticism; Mass Media; Poetry; *Political Influences; Publishing Industry; *Russian Literature; Vocabulary
IDENTIFIERS- Glasnost; *USSR

It is widely believed that poetry in the Soviet Union has lost its place to newspapers and periodicals that have robbed literature of its readers. Prior to glasnost, non-official literature in the Soviet Union was more than a literary event; it was often the only mode of political discourse available to the literate public. This paper suggests that the result is "new literature" and a two-tiered system of commercially viable versus externally subsidized publications primarily for select audiences. The development of a new Soviet literary journal and a new critical vocabulary are discussed. The Committee of Writers in Support of Perestroika and other groups are discussed. The appendices and bibliography are in Russian. Contains 16 references. (LB)

ED 350 852 FL 020 674

Segall, Helen
Ljudmila Petrushevskaja: A New Voice of Glasnost.
PUB DATE- 91
NOTE- 13p.; In: Dabars, Zita, D., Ed. Selected Papers Delivered at the NEH Symposium in Russian Language and Culture (Bryn Mawr, Pennsylvania, May 1990); see FL 020 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Cultural Awareness; *Drama; Foreign Countries; *Language Usage; Russian; *Russian Literature
IDENTIFIERS- Glasnost; Petrushevskaja (Ljudmila); *USSR

During the period of glasnost, between 1985 and 1990, all of Russian literature changed. After 60 years of division between official and unofficial, dissident and emigre, the publishing of Russian literature became unified. Censorship and government control practically disintegrated. Among the "new voices" in Russian literature is Ljudmila Petrushevskaja, whose play cycle, "Kolombine's Apartment," is considered to be one of the most outstanding and creative in contemporary Russian literature. This paper discusses her life as well as her characters, settings, and language. The theme of her "Kolombina's Apartment" is the many faces of love and interpersonal relationships, and it presents truths about day-to-day realities of Soviet life. (LB)

ED 350 853 FL 020 675

Parthe, Kathleen
Village Prose in the 1980s: Rewriting and Rereading Literary History.
PUB DATE- 91
NOTE- 13p.; In: Dabars, Zita, D., Ed. Selected Papers Delivered at the NEH Symposium in Russian Language and Culture (Bryn Mawr, Pennsylvania, May 1990); see FL 020 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Strategies; Secondary Education; *Standards; *Student Certification; *Vocational Education
IDENTIFIERS- Australia; Denmark; Great Britain; Netherlands; Scotland; United States

This publication contains materials from a conference to discuss modular approaches to curriculum design. The materials from the United States and five other countries address both national skills standards and modular systems of training delivery. An introduction provides brief summaries of the conference materials and the agenda. "National Competency Standards: Policy and Guidelines," prepared by Australia's National Training Board, is a presentation of the system of national competency standards toward which the country is moving. "Modularization and Progression: Issues in the 14-19 Curriculum" (Ken Spours and others) focuses on efforts to extend beyond fragmented modular curriculum developments toward modular systems based on national standards and used as a way to alter students' progression through a range of continuous learning opportunities. "Vocational Education and Training in Denmark" discusses secondary vocational education and the relevance of modularization in adult vocational education and describes the Merkonom and Teknonom study programs, after-hours modular upgrading courses for technical and managerial employees. "The Effectiveness of New Curriculum Models for Initial Vocational Training: Modularization" (Elly de Bruijn) focuses on modularization within senior secondary vocational education and in the apprenticeship program in the Netherlands. "Modulation" (Donald Mack) and "The Effectiveness of New Curricular Models for Initial Vocational Training: Modularization" (Cathy Howieson) describe and analyze the Scottish Action Plan, which has created 3,000 modules that cover all occupational areas and are a part of a national system of vocational preparation. Four documents deal with the U.S. experience: (1) "The Promise of Skill Certification for Improving Occupational Training in America" (Robert Glover), a paper arguing for the creation of a unified national system of industry-led skill standards along with a voluntary process of skill assessment and certification; (2) testimony of Sue Berryman on the wisdom of creating a National Board on Workforce Skills as has been proposed in recently introduced federal legislation; (3) a mailing from the U.S. Department of Labor that explains its and the Department of Education's interest in and strategy for moving toward national industry-specific skill standards; and (4) sections of the "High Skills, Competitive Workforce Act of 1991" introduced by Senator Edward Kennedy. (YLB)

ED 350 389            CE 061 875

Education That Works: Creating Career Pathways for New York State Youth.
PUB DATE- Sep 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; Educational Change; *Educational Improvement; *Educational Policy; Education Work Relationship; Mastery Learning; Policy Formation; Postsecondary Education; Secondary Education; *State Programs; *Statewide Planning; *Student Certification; Vocational Education
IDENTIFIERS- *New York

A New York State task force determined that the education system into their workplace in a way that effectively incorporates the changing technology and the workers' desires to increase their skills. Few workers over 40 years old in machining and printing were using computerized equipment; firms tended to encourage only their younger workers to pursue skills upgrading. The study concluded that school curricula and training programs must be revised to reflect the new realities in the workplace. (Five appendixes include the study's methodology; questions and responses of all surveyed; and all printers, machinists, and automobile repair technicians surveyed. Fifteen references are included.) (KC)

ED 350 407 CE 062 038

Building Coalitions.
PUB DATE- 92
NOTE- 58p.; Developed by the Ohio Center for Action on Coalition Development for Families and High Risk Youth.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Community Action; Community Services; Conflict Resolution; *Cooperative Programs; *Coordination; Cultural Differences; Evaluation; Extension Education; Fund Raising; Goal Orientation; Grantsmanship; Group Dynamics; High Risk Students; Needs Assessment; Networks; Organization; Organizational Communication; Organizational Effectiveness; Postsecondary Education; Private Financial Support; Private Sector; *School Community Relationship; Secondary Education; Youth; Youth Programs
IDENTIFIERS- *Coalitions

This series of 16 fact sheets provides information on topics related to coalition development. Each ends with a summary and list of references. The fact sheets cover the following topics: (1) understanding of the terms and some reasons for building coalitions; (2) a coalition facilitator guide with information on the role and qualities of the facilitator and on factors that inhibit coalitions; (3) the principles that relate to effective coalition functioning; (4) a process for coalitions to develop a course of action for establishing realistic goals/objectives and a method to establish realistic goals set by the coalition; (5) recommendations for communication, including group facilitation skills and cohesiveness and the decision-making process; (6) communication and methods of communication; (7) evaluating the collaboration process; (8) fundraising and grant writing; (9) needs assessments; (10) suggestions for mobilizing the community; (11) the structure or construction of a coalition; (12) "turf issues" as one source of organizational tension and suggestions to avoid and solve turf battles; (13) the problem-solving process; (14) coalitions that are truly culturally diverse and serve diverse populations; (15) networking; and (16) how to tap private sector resources. (YLB)

ED 350 408 CE 062 051

Kallembach, Sheri, Comp.; And Others
Carl D. Perkins Vocational and Applied Technology Education Act of 1990: Selected Resources for Implementation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 166p.
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; Electricity; Electric Motors; Employment Potential; Entry Workers; Equipment; Job Skills; Occupational Safety and Health; Postsecondary Education; Program Guides; Refrigeration; *Refrigeration Mechanics; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide presents the standard appliance servicing technician curriculum for technical institutes in Georgia. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (consumer education, English, general mathematics, interpersonal relations and professional development); fundamental occupational courses (refrigeration fundamentals, electrical fundamentals, electric motors, appliance controls fundamentals, and safety); and specific occupational courses (laundry appliances I-II, kitchen appliances I-II, refrigeration appliances I-II, microwave ovens, and household appliance servicing occupation-based instruction). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An appendix to the guide lists equipment and tools needed for the program and nine additional resources. (NLA)

ED 350 426 CE 062 108

Appliance Servicing Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 86p.; For the program guide, see CE 062 107.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; Competency Based Education; Postsecondary Education; Program Development; *Refrigeration Mechanics; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This manual lists statewide standards for the appliance servicing program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility);

course outline with student objectives and class and lab hours; and resource list. An appendix to the guide lists equipment needed for the program. (KC)

ED 350 444 CE 062 126

Environmental Horticulture Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 87p.; For the program guide, see CE 062 125.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Course Content; *Landscaping; Merchandising; Nurseries (Horticulture); *Ornamental Horticulture; Plant Growth; Plant Identification; Plant Propagation; Postsecondary Education; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This guide contains 45 program standards for the environmental horticulture program conducted in technical institutes in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

ED 350 445 CE 062 127

Heavy Equipment Mechanic Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 88
NOTE- 130p.; For the program standards, see CE 062 128.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; Employment Potential; Engines; Entry Workers; Hydraulics; Job Skills; *Maintenance; Mechanical Skills; *Mechanics (Process); Postsecondary Education; Power Technology; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges

safety equipment, and sources of additional information. A verified occupational duty and task list is comprised of 17 duties: monochromatic laboratory skills; exposure controls; basic photographs; various format cameras; studio photographs; location photographs; photographic presentation and enhancement; lighting techniques; photographic media reproduction; color film processing; color photographic print production; media presentations; business management; photojournalism; quality control; safety; and photography: past and present. Other contents include a tools and equipment list and staff and facilities recommendations. (YLB)

ED 350 462 CE 062 147

Sappe', Hoyt; Smith, Debra S.
Dental Laboratory Technology. Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Competency Based Education; Curriculum Development; *Dental Technicians; Dentistry; Educational Equipment; Educational Research; *Educational Resources; Instructional Materials; Job Analysis; Job Skills; *Laboratory Technology; Occupational Information; Physiology; Postsecondary Education; Program Design; Program Development; Secondary Education; Statewide Planning; *Task Analysis
IDENTIFIERS- Georgia

This report provides results of Phase I of a project that researched the occupational area of dental laboratory technology, established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to train dental laboratory technicians. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; State Technical Committee developmental recommendations; and project staff recommendations. Section 2 presents research findings: accreditation and certification; list of typical job titles; and appropriate trade resources and sources, including references and textbooks, journals, anatomical models, audiovisuals, curriculum materials, sources for competency-based testing materials, and sources of additional information. A verified occupational duty and task list is comprised of seven duties: anatomy and physiology related to prosthetic services; quality assurance, safety, and communication skills; legal and ethical principles; business management; dental science; dental laboratory techniques; and employability skills. Other contents include a tools and equipment list and staff and facilities recommendations. Accreditation standards are appended. (YLB)

ED 350 463 CE 062 148

Sappe', Hoyt; Kirkpatrick, Thomas
Electrical Distribution. Project Report Phase I with Research

Div. of Vocational, Technical and Adult Education.
PUB DATE- 31 Aug 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Engines; High Schools; Learning Activities; Maintenance; *Mathematical Applications; *Mathematics Curriculum; Measurement; *Power Technology; Safety; Tests
IDENTIFIERS- *Technology Education

This mathematics curriculum is designed to be taught by the technology education teacher during the power technology class over a period of 2 years. It is intended to be elective in nature; upon successful completion of both years, one-half credit in mathematics is to be awarded. A list of the academic competencies contained in the curriculum cites the chapters in which the competencies are located. Each of the 13 units consists of these components: competencies, lesson, and hands-on or written activity sheet. Unit titles are as follows: orientation and safety, tools of the trade, measuring, preventive maintenance, types of engines, engine disassembly, engine lubrication and cooling, electricity and the battery, charging system, starting system, fuel system, brake systems, and careers. Unit worksheets, unit quizzes, and answer keys are appended. (YLB)

ED 350 481 CE 062 196

Step Forward. Single Parent/Homemaker Annual Report for the Fiscal Year 1990-1991.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 91
NOTE- 18p.; For the 1989-90 report, see ED 340 937.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Career Choice; *Career Counseling; *Displaced Homemakers; Employment Programs; Females; Mothers; *One Parent Family; *Outcomes of Education; *Program Effectiveness; Workshops; Young Adults
IDENTIFIERS- Kentucky (Elizabethtown); *Step Forward Project KY

The Step Forward Single Parent/Homemaker Program in Elizabethtown, Kentucky, was developed to provide information on career opportunities and assist the target individuals in career assessment, career counseling, and goal setting in order to develop self-esteem and time management skills. During the second year of the Step Forward program in 1990-91, 76 single parents/displaced homemakers were served through one 80-hour workshop and three 2-week workshops. An additional 109 people were served through miniworkshops and/or career assessment and counseling. A total of 185 persons in the 8 counties of the area were served; 181 of the participants were women and 9 were nonwhite persons. Participants were recruited through advertising in community agencies, churches, newspapers, radio, posters, and brochures, and by staff members of Career Connections, faculty of Elizabethtown Community College, and local high school and vocational school counselors. Almost all the workshop participants decided to pursue further education and training, although some chose to seek employment. Because of the newness of the project, few participants have completed

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Counselor Role; Elementary School Students; Elementary Secondary Education; *School Counseling; *School Counselors; Secondary School Students; *Sexual Abuse; Victims of Crime

The harmful effects of sexual abuse on children are no longer debatable, yet adequate legal action and protective services often are not provided for child and adolescent victims. With the rate of confirmed child sexual abuse victims escalating to more than 350,000 cases per year, the role of schools in meeting the specific needs of these children must be considered. Recent studies of the characteristics of sexual abuse treatment programs and interventions have yielded suggestions for the use of school-based programs. Several authors have specified the need for interventions by trained school counselors or school psychologists with the child and adolescent victims of sexual abuse. Treatment approaches have included group, family, and individual therapy. An overview of more specific methodology gleans a number of useful techniques, including anger management, role playing, imagery homework, and bibliotherapy. Letter-writing, creative writing, and poetry therapy have also been described. The literature yields very little evidence of school-based sexual abuse treatment programs or interventions currently and consistently used in any school system. Applications of interventions within the school should be examined more closely. Opportunities for the development of school-based model programs abound. (ABL)

ED 350 501 CG 024 553

Mandell, Charlotte; And Others
The Determinants of Quality of Life on College Campuses.
PUB DATE- Apr 92
NOTE- 46p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *College Students; *Community Satisfaction; Higher Education; *Quality of Life; *Sex Differences

This study investigated the relationship between psychological sense of community and various personal and contextual factors (e.g., gender, race, major department and residence) at a public university in the eastern United States. Undergraduate students (N=2,047) responded to a questionnaire targeted to a student body of 10,500 that assessed demographics, sense of belonging, and departmental climate. The results suggested that students who differ from the norm, are newer to campus, and have fewer opportunities for interaction on campus are likely to experience less sense of belonging than their counterparts. Factors which enhance belonging are advanced student status, department unity, and department social activities. In a comparison of a predominantly female and a predominantly male department, the most striking finding is that both men and women students in the predominantly female department report a greater sense of belonging. When women students had the opportunity to associate with women faculty, they appeared to do so more than men. Colleges and universities have a (one was a deputy sheriff and the other was self-employed). This study also showed that alumni were generally not satisfied with their research experience and career information provided. The UW-P Psychology Department needs to make more research opportunities available to students as well as provide them with more career information. The study's subjects may not have been a representative sample and therefore the results may be biased. (ABL)

ED 350 522 CG 024 576

Allan, Margaret C.
School-Based HIV-AIDS Education in Canada.
PUB DATE- 14 Aug 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; Foreign Countries; *Health Education; *Health Needs; Sex Education; Sexuality
IDENTIFIERS- Canada

Health and education matters in Canada are the responsibility of the government of each individual province. These opportunities for improvement in the Canadian system regarding Acquired Immune Deficiency Syndrome (AIDS) education exist. First, a nationally standardized curriculum is needed. Second, more time allocated for AIDS education is necessary. Third, media advertising that makes a strong impression upon the audience needs to be produced. Fourth, public health personnel are concerned about sexually active Christian youth who are not receiving information about reducing their high-risk behavior using modes of protection. Fifth, parents often exclaim that sex education should occur in the home, yet statistics say it is not happening there. Programs of education for special high risk populations such as street youth and Native persons need to be individualized. Canadian school psychologists should make a concerted effort to provide doctors and nurses with tools of education and support so that they can play a greater role in AIDS/sex education programs in schools. (ABL)

ED 350 523 CG 024 577

Crossman, Leslie
A History of Rape in American Society Prior to 1900.
PUB DATE- 15 Aug 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime; Criminals; *Rape; Social History; Trend Analysis

By tracing the concept of rape as it has been defined by man in the earliest laws, it is evident that the criminal act was viewed with horror, and the deadly punishments that were seen fit to apply had little to do with an actual act of sexual violence that a woman might sustain. The past records indicate a gradual decrease in the prosecution rate of rape. This

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Change; *Behavior Problems; Elementary Education; *Elementary School Students; Foreign Countries; Prevention; Program Effectiveness; *Violence
IDENTIFIERS- River East School Division 9 MB; *Second Step Program MB

The Second Step: A Violence Prevention Curriculum was piloted in Primo Elementary School in western Canada due to concerns about student misbehavior. The Second Step Program is a curriculum based approach for Kindergarten through sixth-grade students. The components of the program are broken down into Kindergarten, grades 1-3, and grades 4-6 packages. Each package includes three units entitled "Empathy Training," "Impulse Control," and "Anger Management." The units are made up of a series of lessons, and the number of lessons varies according to the grade level of the students. In addition, each unit contains one or more videos as support material. Program evaluation included these components: monitoring actual student behavior; conducting a teacher survey; and obtaining teacher comments about each lesson. The evaluation indicated: (1) the total number of behavioral incidents reported increased the second year of the project; (2) the majority of students did not have any reported incidents of misbehavior; (3) the majority of students reported for misbehavior had only one or two incidents; (4) 12.6% of the total school population accounted for 66.1% of all reported incidents; and (5) 95% of all reported incidents of misbehavior involved male students. At best the data were found to be equivocal. In many instances the data indicated that the program had no effect, or even a negative one on student behavior. Appendixes, comprising more than half the document, present task checklists and extensive survey results. (ABL)

ED 350 543          CG 024 597

The Illinois 9th Grade Adolescent Health Survey. Full Report.
PUB DATE- 91
NOTE- 273p.; Report presented at the Annual Meeting of the American Public Health Association (119th, Atlanta, GA, November 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *Child Health; Drug Abuse; Eating Habits; Exercise; Grade 9; Health Education; *High School Freshmen; High Schools; *Mental Health; Nutrition; Public Schools; Safety; *Sexuality; Smoking; State Surveys; *Substance Abuse; Suicide; Violence
IDENTIFIERS- *Health Behavior; Illinois

A survey was conducted in Illinois to identify the risk of certain health problems among adolescents; to determine the health status of Illinois youth in relation to the Surgeon General's "Healthy People 2000 Objectives" and monitor progress toward national and state goals; and to help those working at national, state, and local levels develop effective prevention and intervention strategies. The Illinois Adolescent Health Survey was completed by 4,305 9th-graders from 38 public schools, an 82% response rate. The questionnaire examined the areas of safety, accidents, and injuries; mental health and suicide; fighting and violence; alcohol, tobacco and other drug use; sexual behavior; nutrition and eating habits; and watershed period as elites began to encourage mass literacy in western Europe and the United States through the support of common schools. There is still a great deal of research to be done on the history of reading since the technological, publishing, and marketing revolutions of the nineteenth century. Public library history has followed two primary intellectual currents. Mainstream public library history, like essentialist media theory, sees the large urban public library as the ideal institution. "Revisionist" library history is more concerned with how social elites have attempted to use public libraries to control other social groups. An ongoing research project is examining the formation and early growth of the Free Library of Philadelphia, which occurred primarily during the Progressive Era. The research is guided by the assumption that mass communication (as an important component of culture) often serves as an arena for social conflict. The research involves the description and analysis of the social and physical environment of a particular historically situated institution of mass communication reception in the hope this will cast light on the complex network of relationships that can exist between society, mass communication, and meaning. (Twenty-three references are attached.) (RS)

ED 350 564 CS 011 041

Wanta, Wayne; Brierton, Patricia
The Newspaper in Education Program: Types of Activities and Later Reading Habits.
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Class Activities; Elementary Secondary Education; *Newspapers; Program Effectiveness; *Reading Habits; Reading Research; Telephone Surveys
IDENTIFIERS- *Newspaper in Education Program

A study compared types of activities associated with the Newspaper in Education (NIE) program with current newspaper reading habits through a survey of 263 respondents under the age of 40 who took part in an NIE program during their school days. Results of the telephone survey indicated that participation in NIE and length of participation were significantly related to later frequency of reading. Results also indicated that four of six other activities were also related to high newspaper use: that respondents took current events quizzes, clipped and saved articles, used the newspaper as a source of class discussion, and analyzed news stories. (One table of data is included.) (Author/RS)

ED 350 565 CS 011 044

Otto, Beverly
Evidence of Cohesive Harmony in Reconstructed Beginning Reader Texts and Complex Trade Book Texts by Emergent Readers.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 92
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

The bibliography is divided into the following sections: (1) General Issues; (2) The Home Environment; (3) Oral Language; (4) Writing and Drawing; (5) Children's Literature; (6) Developing Comprehension; (7) Learning about Print; (8) Play; (9) Television; (10) Computers; and (11) Assessment. (RS)

ED 350 585 CS 011 068

Pollock, John S.
Chapter 1 Early Literacy Summer School. Final Evaluation Report.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Early Intervention; Grade 1; *High Risk Students; Primary Education; *Program Effectiveness; *Reading Instruction; Reading Programs; *Summer Programs
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Emergent Literacy; Reading Recovery Projects

A study examined the effectiveness of the Chapter 1 Early Literacy Summer School program. The program provided additional reading instruction to underachieving first-grade pupils at five schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modelled after the Reading Recovery program) for 3.25 hours daily in 10 classrooms for 15 to 18 pupils each over a period of one month. Of the 162 pupils served, 108 met the attendance criterion for inclusion in the treatment group. Results indicated that: of the 108 treatment group pupils, 85 (78.7%) reached level 8 during Scott Foresman text reading level testing; and all of the parents were actually involved in the program. Teachers judged that of all pupils served, 137 (84.6%) showed improvements, including 54 pupils (33.3%) who showed much improvement. Of the 108 treatment group pupils, 106 (98.1%) were judged as showing improvement, with 46 (42.6%) showing much improvement. (A calendar worksheet for computing days of pupil service, a parent involvement log, and the pupil data sheet are attached.) (RS)

ED 350 586 CS 011 069

Schulz, Renate
Reading Stories: Responding to Literature and Making Connections across the Curriculum.
PUB DATE- Nov 92
NOTE- 8p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Class Activities; Foreign Countries; *Integrated Activities; Intermediate Grades; *Literature Appreciation; Novels; *Reader Response; *Reader Text Relationship; Student Centered Curriculum; *Thematic Approach
IDENTIFIERS- Sadako and the Thousand Paper Cranes; Winnipeg School District 1MB

Judy Harapiak is a teacher who provides her middle years students with many opportunities to respond to stories in different ways, to reflect on their responses, and to link their reading to their own experiences as well as to other areas of the curriculum. She teaches a grade four-five-six class in the

Preschool Education; *Student Attitudes; Whole Language Approach

A parental involvement program was developed and implemented in a prekindergarten class setting. The program focused on using a "talking" computer to bring the adults into the classroom to work with the students. The program featured child-generated, parent-transcribed, computer-reproduced whole language stories for use at home and school. Parents were taught how to use the computer and the software and were encouraged to work with their children and other students during the school day. Results indicated that the program was significantly successful, with dramatic increases recorded in the number of classroom volunteers. It fostered a new sense of community among the parents, leading to a greater degree of cooperation and mutual support. Parent and student attitudes proved positive and parent/child interactions in the classroom increased. (A brief list of resources, the parent meeting invitation, the parent volunteer survey form, a computer reference sheet, the parent involvement questionnaire, a table of data, and sample student stories are attached.) (Author/RS)

ED 350 606 CS 213 538

Overduin, Hendrik
Meaning and Validity in Ethnographic Studies of Journalism: You Can't Have One without the Other.
PUB DATE- Aug 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; *Ethnography; Foreign Countries; Higher Education; *Journalism; *Research Methodology; *Validity
IDENTIFIERS- Canada; Communication Context; Empirical Research; *Habermas (Jurgen); *Journalism Research

Journalists have some justification for dismissing scholarly inquiries into their craft because communication science does not take journalists and their craft seriously either. Empirical research into journalistic practices fails to take journalism seriously in the sense Jurgen Habermas outlined: meanings of news texts are described without reference to the conditions of their validity with respect to the news claims such texts are intended to convey. A three-volume work by a team of University of Toronto (Ontario, Canada) investigators (Richard Ericson, Patricia Baranek, and Janet Chan) on how Canadian journalists and mass media work can be taken as a paradigm for such empirical research. The theoretical and methodological presuppositions of the Ericson-Baranek-Chan research constitute a principled exclusion of validity as a legitimate object of inquiry. This failure to include the question of validity results in a forced, if not totally alien, account of journalistic efforts to establish factuality. Their interpretation of the news text overestimates its autonomous status by disregarding its illocutionary force in proclaiming the news. By including Habermasian insights into communicative action in their theoretical and methodological approaches to journalistic news-making, sociological interpreters will be more likely to address journalism as it is. (Thirty-one references are attached.) (RS) topics in English education. The book introduces students to a process approach to writing, a reader-response approach to literature, and a sociolinguistic approach to language. Each chapter in the book features: an introduction, essays, an applications section, specific materials to critique, and a short, annotated bibliography. Chapters in the book are: (1) English Teachers; (2) Teaching Literature; (3) Teaching Writing; (4) Teaching about Language; (5) What to Teach; and (6) Joining the Profession. Appendixes of classroom activities and student writing samples are attached. (RS)

ED 350 627 CS 213 583

Jakubowsky, Frank
Evidence of a Ten Phase Writing Pattern.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; Cognitive Processes; Language Patterns; Language Usage; Newspapers; *Word Frequency; *Writing (Composition); *Writing Processes; Writing Research
IDENTIFIERS- Research Replication; *Writing Habits; *Writing Patterns

A series of six studies supports the hypothesis that people write in a cycle of 10 paragraphs. Analysis of two newspaper articles showed that similar words occurred every 10th paragraph. Analysis of a year's worth of the writing of a newspaper columnist found the same sequence of the 10-phase pattern. Analysis of 50 articles from the "Oakland Tribune" found a similar pattern. Analysis of 20 columns written by columnist Jack Anderson in 1991 found that he wrote in a cycle of 10 paragraphs. Analysis of 30 additional columns by Jack Anderson also found a 10-part mental behavior pattern. Analysis of all articles of 10 or more paragraphs in the May 3, 1992 "Oakland Tribune" confirmed the 10-phase writing pattern found in the earlier studies. This research may have implications for the teaching of writing. (RS)

ED 350 628 CS 213 586

Haller, Beth
The Little Papers: Newspapers at 19th Century Residential Schools for Deaf Persons.
PUB DATE- Aug 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Community Education; Content Analysis; *Deafness; Educational History; Journalism History; Residential Schools; *School Newspapers; Secondary Education
IDENTIFIERS- Historical Background; Journalism Research; *Little Papers (Deaf Community); *Nineteenth Century

A study examined how school newspapers in residential schools for deaf persons acted as a mode of transmission for the issues of the deaf community itself and to the outside world. It investigated the content and format of these newspapers (known and teaching conditions and educational outcomes. Data categories are presented for the state as a whole and then by four strata of school districts: urban; upstate suburban and small city; downstate suburban and small city; and rural. During the late 1980s, New York school district operating expenses grew from $12.8 billion to $17.2 billion, or 34.2 percent in nonadjusted dollars or 15 percent in constant 1985/86 dollars. Teacher salaries increased 39.5 percent (or 19.5 percent in constant dollars) and outpaced the cost of living. Per pupil expenditures rose from $5,039 to $6,883. State and local revenue shares rose slightly, but local revenue bases rose dramatically. After significant increases in state resources, secondary students achieved only modest improvements in educational outcomes, with urban students still lagging behind. Local tax effort declined substantially. These are symptoms of an inefficient and inequitable system. Resources must be redistributed in a more administratively efficient manner. Policymakers should abolish small special interest categorical grants and rechannel funds to achieve broader policy goals. (Contains 10 references.) (MLH)

ED 350 647 EA 024 238

Bailey, William J.
The Professional Growth Trilogy: Supervision, Evaluation, and Staff Development.
PUB DATE- 91
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Elementary Secondary Education; *Management by Objectives; Organizational Development; *Personnel Evaluation; *Private Schools; *Professional Development; Teacher Administrator Relationship; Teacher Evaluation; *Teacher Supervision

Guidelines for developing personnel management programs in private-independent schools are provided in this book. Chapter 1 explains the need for a new perspective on personnel evaluation that encompasses three components: supervision, evaluation, and professional development. Chapter 2 outlines the elements of good instruction, and the third chapter describes seven methods of evaluation. The uses of management by objectives (MBO) for private-independent schools are discussed in chapter 4, with a focus on the stages of modified clinical supervision and on feedback. The fifth chapter offers strategies for developmental teacher supervision, which offers a humanistic and supportive approach. Chapter 6 provides strategies for enhancing professional development. Stages of an implementation model, presented in the next chapter, include defining a mission statement; establishing goals; and conducting performance and summative reviews. Personnel issues, such as contracts, tenure, salary, differentiation, merit/performance, and incentives, are discussed in chapter 8. Suggestions for hiring and firing are offered in chapter 9, and implementation strategies, particularly ways to generate support, are described in chapter 10. Twelve case studies are highlighted in the final chapter. Two figures and several worksheets are included. (Contains 236 references.) (LMI)

ED 350 648 EA 024 271

Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Development; Elementary Secondary Education; Higher Education; *Laboratory Schools; *Professional Development; *Readiness; *Universities
IDENTIFIERS- *Professional Development Schools

Professional development schools provide mutual benefit to schools and universities. Because they are a relatively new iteration of the school/university relationship, there is a need for careful documentation and study of their development. This paper describes the beginning stages of a professional development school project that had the dual purpose of restructuring a university teacher education program and developing professional development schools. It took place in the context of a large urban school system that was undergoing major reform. The study examined schools' readiness for becoming professional development school sites. Readiness was determined using an analytic framework developed by Hyde, Koerner, and Daly-Lewis (1991), which found that schools' readiness for collaborative professional development can be depicted on a development continuum of three school-based factors: staff development, decision making, and leadership and vision. Through interviews and relationship-building activities, data showed the analytic framework to be useful in understanding readiness of schools to enter into a professional development school relationship. Data on the three readiness factors and their characteristics, as well as resources are discussed. (Contains 16 references.) (Author/RR)

ED 350 667 EA 024 350

Allexsaht-Snider, Martha
Bilingual Parents' Perspectives on Home-School Linkages. Draft.
PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; *Cultural Differences; Elementary Education; *Family Environment; Family School Relationship; Limited English Speaking; Parent Attitudes; Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; *Spanish Speaking

Findings of a case study that investigated immigrant bilingual and English-speaking parents' views on education are presented in this paper. The study was undertaken to analyze the relationship between cultural knowledge and the parents' attitudes toward schooling. Participant observation and interviews were conducted with 3 teachers and 13 families in 2 elementary schools in a small town on the southern California coast. Eleven of the families were predominantly Spanish-speaking. Parent-teacher conferences were analyzed to illustrate the ways in which both participants constructed an understanding of a student's schooling experiences. Postconference interviews indicated that teachers and parents did not construct common understandings, and that the needs; delineate a clear plan; involve the entire community; and reach out to nontraditional parents. Three figures and 17 tables are included. (Contains 92 references.) (LMI)

ED 350 687 EA 024 375

Mawdsley, Ralph D.
Pupil Transportation and the Law. NOLPE Monograph/Book Series, No. 46.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bus Transportation; *Compliance (Legal); Court Litigation; Elementary Secondary Education; Legal Problems; *Legal Responsibility; School Buses; *School Law; *Student Transportation; *Transportation

Information to aid the school-law specialist in handling transportation issues is provided in this handbook. Following an introduction, section 2 discusses the school's liability for transportation decisions, including school bus safety requirements, selection of transportation, the care owed to students, and school defenses in transportation litigation. The third section examines issues in the school's duty to provide transportation to students, such as governance decisions, general financial considerations, funding, transportation of nonpublic school and special needs students, and transportation for desegregation purposes. Recommendations are made to comply with state/federal requirements to receive reimbursement aid; to develop coherent, consistently enforced policies pertaining to the types of vehicles used for school activities; and to undertake preventative measures at the school/district level. An extensive table of litigation cases is included. (LMI)

ED 350 688 EA 024 376

Solomon, Alan
Similarities in and Differences between Chapter 1 and Non-Chapter 1 Elementary Schools' Adoption of School Based Management/Shared Decision Making.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Federal Aid; Financial Support; *Governing Boards; *Participative Decision Making; *School Administration; *School Based Management; *School Funds; *School Support
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Findings of a study that examined school-based management and shared decision-making processes (SBDM) in Chapter 1 and non-Chapter 1 elementary schools are presented in this paper. Methodology involved analysis of recent literature on SBDM, though Chapter 1 status as a variable was not specifically

IDENTIFIERS- *Netherlands

The role of textbook publishing in educational reform is examined in this paper. The study evaluated a 4-year project in which three schools in the Netherlands implemented an open learning program (OLP) and created their own publishing company. Following the introduction, the second part provides a description of the OLP. The third part explains the development of the curriculum framework and materials, and the fourth part describes the role of the educational publisher. Recommendations are made to develop a clearly defined and financially supported "platform of ideas," field-test the curriculum design and materials together, and use an experimental commercial publisher rather than creating a publishing company. Other conditions necessary for successful collaboration between an innovative project and publishers include allocating government funding to reduce the publisher's financial risk, rewarding faculty authors, and utilizing copyright protection to safeguard project goals. One figure is included. (Contains 11 references.) (LMI)

ED 350 710 EA 024 411

Boles, Katherine C.
School Restructuring by Teachers: A Study of the Teaching Project at the Edward Devotion School.
PUB DATE- Apr 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Educational Change; Educational Environment; Elementary Education; Higher Education; *Organizational Change; *Organizational Climate; Resistance to Change; *School Restructuring; *Teacher Participation; *Teacher Role; Team Teaching
IDENTIFIERS- Brookline Public Schools MA

Findings of a study that examined the role of teacher leadership in school restructuring are presented in this paper. The teacher restructuring project implemented at an elementary school in Brookline, Massachusetts, was based on team teaching, school-university collaboration, integrated remediation, and alternative teacher roles. Methodology involved interviews with project teachers, the principal, and administrators; document analysis; and onsite observation. Findings indicate that teachers' low status and lack of formal authority hindered effective leadership. Factors for successful teacher leadership included principal support, strong communicative and administrative skills, an understanding of organizational culture, and a reexamination of traditional patterns of power and authority in school systems. Conclusions are that: (1) teachers can successfully initiate school change; (2) any change affects other parts of the organization, whose support must be enlisted for success; and (3) colleges and schools involved in a cooperative project must be willing to risk significant structural alteration. That a small, liberal school encountered difficulties in restructuring implies a greater challenge for larger, less flexible school systems. (Contains 49 references.) (LMI)

ED 350 711 EA 024 412

checklist. Specific citations of state law, regulation, or policy are included to support compliance with the requirements. The Plan supports the implementation of "A New Compact for Learning," which proposed the following principles: all children can learn; focus on results; aim for mastery; provide the means; provide authority with accountability; and reward success and remedy failure. Following various assurances and submission statements, the Plan presents information about right to education, educational opportunities, child identification, individualized education programs, procedural safeguards, confidentiality, least restrictive environment, protection in evaluation procedures, responsibility of state education agency, the state comprehensive system of personnel development, private schools, recovery of funds, annual evaluation, description of use of IDEA Part B funds, interagency agreement, and personnel standards. (JDD)

ED 350 733          EC 301 538

Lotz, Dianne M. V.
Integrating a Study Skills Program throughout Special Education Classes in a Middle School Setting.
PUB DATE- 92
NOTE- 95p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consultation Programs; *Disabilities; *Integrated Activities; Junior High Schools; Middle Schools; Program Implementation; Student Development; *Study Skills; Teaching Methods; Test Wiseness; Time Management
IDENTIFIERS- Middle School Students

This practicum was designed to integrate a study skills program throughout special education classes in a middle school. The major objectives were to develop a variety of instructional strategies to meet the students' needs in the area of study skills, to foster the teaching of study skills in each subject area by the special education teachers through direct instruction, and to provide specific segments of time for study skills awareness activities in each subject area of the students' core curriculum. The practicum project involved designing and administering a study skills self-assessment inventory to special education students and a staff needs assessment to special education teachers, and sharing with teachers activities that would enhance classroom study skill instruction. Informal meetings were held between the practicum implementor and special education teachers to offer assistance to teachers and to monitor weekly study skill objectives. Results revealed an increase in the amount of time spent in direct instruction of study skills in each of nine special education classrooms. Students' use of a unified assignment book resulted in a significant increase in the number of students completing long-term and short-term assignments both on time and as directed. Seventy percent of the teachers and 60 percent of the students deemed the practicum successful in teaching study skills that resulted in academic progress. Appendices contain a needs assessment survey for teachers, a study skills self-assessment inventory for students, a list of study skills, samples of teachers' lesson plans, and evaluation questionnaires. (Contains approximately 40 references.) (JDD)

ED 350 734          EC 301 539

databases. This pamphlet describes the role of each agency helping to operate the program and lists admissions policies, academic and program policies, causes for dismissal, formal evaluation and review procedures, certification policy, awards, and benefits. (JDD)

ED 350 752 EC 301 559

Office of Vocational and Educational Services for Individuals with Disabilities. 1991 Annual Report.
PUB DATE- 92
NOTE- 61p.; For the 1990 annual report, see ED 337 966.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; *Agency Role; *Disabilities; *Employment Programs; Independent Living; Outreach Programs; Postsecondary Education; Program Administration; Program Implementation; Secondary Education; *State Agencies; State Programs; Training; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- New York; *New York State Office Voc Educ Serv Individ Dis

This annual report provides an overview of activities that New York's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) undertook from October 1, 1990, to September 30, 1991, to promote the employment and independence of individuals with disabilities in New York State. Following introductory messages by three commissioners, the background and mission of the VESID and its philosophy of services are explained. Management principles and program priorities are outlined. Accomplishments of the VESID are then described, focusing on: improving access to VESID services, the State Interagency Council for Vocational Rehabilitation and Related Services, interagency coordination, enhancing independent living, intra-agency coordination, linking vocational and educational services, improving program and fiscal administration, business and industry outreach, training, social security programs, rehabilitation management services, outreach projects, public awareness activities, technology, and delivery of services through district offices. Charts are provided to provide a profile of people who received VESID services and the outcomes of such services. Appendices outline the VESID's organizational structure and list district offices, advisory council members, and independent living centers. (JDD)

ED 350 753 EC 301 560

Edyburn, Dave L., Ed.
Back-to-School Special Education Technology Resource Guide.
PUB DATE- Oct 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); *Computer Software; *Computer Uses in Education; Conferences; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Sources; Integrated Activities; Organizations (Groups); *Resources; Special Education; *Special Needs Students

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Assistive Devices (for Disabled); Children; Communication Aids (for Disabled); *Eligibility; *Equipment Evaluation; Hearing Aids; *Hearing Impairments; *Outcomes of Treatment; Public Policy; Research Needs; Selection; *Sensory Aids; Surgery
IDENTIFIERS- *Cochlear Implants

This paper reports the results of a Consensus Development Conference on Cochlear Implants sponsored by the National Institutes of Health to improve the hearing of children and adults with hearing impairments. The following questions are addressed: (1) Who is a suitable candidate for a cochlear implant? (2) What are the advantages and disadvantages of the different types of cochlear implants? (3) How effective are cochlear implants? (4) What are the risks and limitations of cochlear implantation? (5) What are the special considerations for children? and (6) What are the important directions for future research? The paper points out the importance of considering audiological, electrophysiological, medical surgical, psychophysical, psychological, and linguistic criteria in selecting suitable candidates. It outlines features of intracochlear, extracochlear, single channel, multichannel, feature-extraction, and non-feature-specific systems. The difficulty in predicting the outcome for a particular person is emphasized, but general expectations are suggested. Risks involved in cochlear implantation include medical complications, interference with residual hearing cues from the other ear, and possible corrosion of platinum electrodes. Limitations, such as refraining from contact sports, are also noted. Discussion of special considerations for children focuses on criteria for success, the minimum trial period, long-term prosthesis-tissue interactions, and other factors. Members of the consensus development panel are listed. (JDD)

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ED 350 772 EC 301 583

A Report of the Task Force on the National Strategic Research Plan.
PUB DATE- Apr 89
NOTE- 336p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Disorders; *Deafness; Federal Aid; Federal Government; Government Role; Hearing Impairments; Language Handicaps; Long Range Planning; *Master Plans; *Research Needs; *Research Opportunities; Speech Handicaps; Tactile Stimuli; Voice Disorders
IDENTIFIERS- Balance; Taste Discrimination

This strategic research plan presents the state of knowledge and research needs and opportunities in the area of communication disorders. It is designed to guide the decision-making processes of the National Institute on Deafness and Other Communication Disorders (NIDCD), to inform scientific investigators of possible areas of opportunity for NIDCD-funded research, and to provide information on what the Federal Government has achieved and hopes to achieve. The plan is the collaborative result of a task force of over 100 U.S. experts

DESCRIPTORS- *Cognitive Processes; *Dyslexia; Elementary Education; Learning Processes; *Memory; Semantics; Short Term Memory; *Verbal Learning
IDENTIFIERS- *California Verbal Learning Test for Children

A group of 73 normal children (ages 8 to 10) was compared to 49 age-matched developmentally dyslexic children of average intelligence on the California Verbal Learning Test for Children (CVLT-C), to determine if reading disability was associated with impaired verbal memory. Dyslexics differed significantly from controls on 9 of the 12 CVLT-C memory measures, with a 78 percent rate of overall correct classification. The total number of words recalled across learning trials appeared to be the most sensitive index. Results indicated, however, that learning-disabled readers and normal children had the same rates of verbal learning, forgetting, and memory development, and were equally able to utilize semantic categorization. Reduced memory efficiency in dyslexia appears to result from verbal encoding difficulties rather than memory deficit per se. (Contains 22 references.) (Author/DB)

ED 350 793 EC 301 606

French, Laurence Armand
A Comparison of Two States' MR Court Challenges.
PUB DATE- Aug 92
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; *Court Litigation; Cultural Awareness; Cultural Differences; *Deinstitutionalization (of Disabled); *Economic Factors; Government Role; *Mental Retardation; Normalization (Handicapped); *Political Influences; State Government; State Programs
IDENTIFIERS- *New Hampshire; *New Mexico

This paper examines two states operating under Federal Court Orders concerning deinstitutionalization of individuals with mental retardation. New Hampshire is presented as a state in which sociopolitical realities have interfered with efforts to monitor the quality of care, as the Laconia State School was closed for economic reasons, thereby interrupting staff development, quality assurance, realistic case management, and the availability of quality treatment. Efforts to ensure quality of care for institutionalized individuals in New Mexico led to the court ruling that the State is under no constitutional duty to provide substantive services for those within its borders who are not institutionalized. The paper points out that often clinical/legal reasons are cited as the reasons for deinstitutionalization (such as least restrictive environment), when the actual reasons are economic or political. The paper also cites the lack of cultural sensitivity available in either institutional or community settings. The paper concludes that New Mexico must be willing to guarantee that care is provided across domains, including the community, in the areas of food, shelter, clothing, medical care, safety, and protection from abuse. (JDD)

ED 350 794 EC 301 607

Gieche, Ann M.; Bhavnagri, Navaz P.

et al.); and "Social Impact of Stimulant Treatment for Hyperactive Children" (Carol Whalen and Barbara Henker). (PB)

ED 350 812 EC 301 640

Donahue-Kilburg, Gail
Family-Centered Early Intervention for Communication Disorders: Prevention and Treatment. Excellence in Practice Series.
PUB DATE- 92
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Disorders; *Early Intervention; Educational Legislation; *Family Characteristics; *Family Involvement; Family Programs; Family School Relationship; Individual Development; Intervention; *Language Acquisition; Parent Participation; Preschool Education; Teaching Methods

This book is designed to provide a broad range of information on family structure and function in an increasingly multicultural society, family system characteristics and the implications for intervention, communication development in the family context, the nature and delivery of family centered-services, specific requirements of Public Law 99-457, and the competencies that such services require, as well as ways to approach planning, assessment, and treatment that involve families in practical ways. Part I considers the role that family plays as a context for communication development for both normally developing and communication disordered children. Part II provides a general overview of family-centered intervention, information on the impact of the Education of the Handicapped Act Amendments of 1986, and skills needed by clinicians working with families. The final section provides ideas for evaluating the family in general and as a context for communication development, for evaluating the child as a communicator, and strategies for planning and carrying out effective interventions with young children and their families. Many chapters contain exercises designed to help readers process and absorb the information, and these exercises are also designed for use as classroom activities. Illustrative case studies and sample forms are also provided throughout the text. (PB)

ED 350 813 EC 301 641

Idol, Lorna
Special Educator's Consultation Handbook. Second Edition.
PUB DATE- 93
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Failure; *At Risk Persons; *Classroom Techniques; *Consultants; Educational Cooperation; Elementary Secondary Education; High Risk Students; Inservice Teacher Education; Intervention; *Mild Disabilities; Outcomes of Education; *Regular and Special Education Relationship; Resource Room Programs; *Resource Teachers; Staff Development; Student Evaluation; Teaching Methods; Tutoring

This book is written primarily for special educators who offer

Schrafnagl, Jill; Cameron, Duncan
Are You Decoding Me? The Assessment of Understanding in Oral Interaction.
PUB DATE- 88
NOTE- 11p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Interpersonal Communication; *Language Proficiency; Language Research; *Language Tests; *Listening Comprehension; *Oral Language; *Test Construction; Test Validity

A study investigated factors in design of oral language comprehension tests and their relevance in determining actual language proficiency, focusing on the tests' decoding requirements. Task-based, interactive oral language tests were designed: (1) to elicit information about integration of first (L1) and second languages (L2) in the learner's language processing; and (2) to avoid assessment of language skills in isolation. The resulting tests were piloted, and information was gathered on overall task fulfillment and on different aspects of the tasks. One test module, in which the task involved researching an issue and reporting results, illustrates the technique. The examinee's report and interview concerning the research were recorded, and the examinee then wrote a report in L1. The report contains five sections each graded separately on the extent to which the candidate was able to identify and integrate information needed to fulfill the task. Analysis of test performance suggests that conventional oral scales concerned with surface features of language are not adequate predictors of ability to comprehend in oral interactions. In addition, in this test it appeared that comprehension skills were closely related to other complex and integrative skills such as ability to write a coherent report in L1. (MSE)

ED 350 831 FL 020 530

Skelton, John
Comments in Academic Articles.
PUB DATE- 88
NOTE- 12p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; Foreign Countries; Humanities; *Intellectual Disciplines; *Language Patterns; Language Research; *Opinions; *Scholarly Journals; Sciences; *Self Expression

In an analysis of 20 scholarly journal articles in the hard sciences and 20 from the humanities, text was examined for author comments on hypotheses, probabilities, and evaluations. These include such expressions as "It cannot be denied, it

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Foreign Countries; Literary Criticism; *Rural Areas; Russian; *Russian Literature; Socialism; Trend Analysis
IDENTIFIERS- USSR; *Village Prose

Russian Village Prose began in the 1950s with articles critical of the way collective farms were being managed and developed into an insider's view of rural life and a celebration of the values and rituals of traditional rural Russia. It represented a new approach to rural themes and characters and a return to literature of high aesthetic quality after several decades of Socialist Realism. This paper examines why Village Prose had run its course by 1980 and discusses ways in which Village Prose and the Village Prose writers have taken part in the rewriting and rereading of literary history in the 1980s. Several authors are cited. It is noted that although the Village Prose period is over, not all the Village Prose written in past decades has yet been published. In any case, the past achievements have permanently enriched contemporary Russian literature. Contains 27 references. (LB)

ED 350 854 FL 020 677

Thompson, Irene
The Proficiency Movement: Where Do We Go from Here?
PUB DATE- 91
NOTE- 17p.; In: Dabars, Zita, D., Ed. Selected Papers Delivered at the NEH Symposium in Russian Language and Culture (Bryn Mawr, Pennsylvania, May 1990); see FL 020 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); Guidelines; *Language Proficiency; *Language Tests; *Russian; *Second Language Instruction; Second Language Learning; Standards; Trend Analysis
IDENTIFIERS- *American Council on the Teaching of Foreign Langs

The proficiency movement in second language teaching has had a wide impact because it represents not only an attempt to introduce a national metric but also an attempt to modify the nature of the second language curriculum. The curriculum has been pointed in the direction of instruction in the functional use of language. The list of languages affected by the proficiency movement includes both commonly and less commonly taught languages. This paper suggests that the impact of the proficiency movement will be more difficult to attain in Russian language teaching because the field has not yet moved far enough from the traditional grammar-translation approach. It is noted that the organization of language teaching in America mitigates against the acquisition of usable skills by imposing severe limitations on time allotted to the study of foreign languages as well as by adopting a non-use orientation. A brief history of the American Council on the Teaching of Foreign Languages (ACTFL) generic guidelines is presented, followed by a description of the Russian proficiency guidelines and a review of proficiency testing. Proficiency is further discussed in terms of the four skills (listening, reading, writing, speaking) and proficiency-based textbooks. Suggestions for improving the instructional system are offered. Contains 18 references. (LB)

ED 350 855 FL 020 678

in the state must be changed to prepare youth for the high-performance workplaces of the future. According to the task force, the state must establish globally competitive standards for what youth must know and be able to do as they enter the workplace or postsecondary education. Schools should be restructured to foster the development of thinking and problem-solving skills. At the secondary level, students initially should work toward earning a Career Pathways Certificate (CPC) that would certify their mastery of rigorous academic fundamentals and entry-level workplace skills at a world-class level. Students would work toward their CPC in steps, as scouts do with merit badges. The CPC would be followed by attainment of a high school diploma and then a Professional and Technical Certificate (PTC) according to standards set by employers and labor. Throughout the process, business and organized labor should be involved in setting standards that should be followed. Funding for the school reforms should be provided by the state so that all students could benefit. (Appendixes include examples of work and school transition projects, numbers of program participants, and a list of work-related skills and competencies. (Contains 86 references.) (KC)

ED 350 390 CE 061 881

Lewis, Matthew W.
Emerging Uses of Computers for Education: An Overview of Tools and Issues for Vocational Educators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computers; *Computer Software; *Educational Media; Educational Trends; Futures (of Society); *Hypermedia; Postsecondary Education; Secondary Education; Teaching Methods; *Technological Advancement; *Vocational Education

A literature search that included project reports, overviews, software reviews, and other sources from a variety of settings and a focus group meeting of vocational educators were conducted to determine developments in computer-based education, their applications to vocational education, and barriers to the use of computer-based technology in the field. Following a section discussing the scope of the review and the issues identified in educational uses of computers (teacher's role, motivation, and gender issues), this report presents the outcomes of the study in four additional sections. Section 2 describes the strengths and weaknesses of existing computer-assisted instruction as a point of comparison for the emerging classes of tools. This discussion is followed by an overview of new optical disc technologies for delivering multimedia instruction. Section 3 classifies emerging computer technologies, using examples from the literature, and summarizes the strengths and weaknesses of each. Also included is a subsection that reviews the vocational education literature on the same technologies. Section 4 discusses the results of the focus group interviews to assess the feasibility of adopting the new technologies. Section 5 summarizes the findings and includes recommendations for how vocational educators can prepare for the emergence of these educational tools and participate in their development. A table provides an evaluation of emerging computer-based tools. Appendices include

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; Agencies; Clearinghouses; *Compliance (Legal); Consultants; Educational Change; Educational Legislation; Educational Needs; Educational Policy; Education Service Centers; Equal Education; Federal Legislation; *Information Centers; Information Networks; Information Services; Integrated Curriculum; Postsecondary Education; Professional Development; Program Administration; *Program Implementation; Public Policy; Regular and Special Education Relationship; *Resource Materials; *Resources; Secondary Education; *Special Needs Students; Standards; Technical Assistance; Technology; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Tech Prep

This document compiles representative resources to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and policymakers in implementing and complying with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Entries in the publications section are categorized by these headings: program administration, vocational and academic education integration, performance standards, tech prep, educational reform, work force development policy initiatives, and policy studies. The following sections list these types of resources: newsletters; journals; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; databases; and model programs. For each entry of a print resource, an annotation, the price, ordering information, and address are provided. For each organizational resource, an annotation, contact, address, and telephone number are provided. Directories of resource personnel are included for the following: National Network for Curriculum Coordination in Vocational and Technical Education; State Vocational and Technical Education Curriculum Centers; Office of Educational Research and Improvement Regional Educational Laboratories; State Directors of Vocational Education; State Personnel Responsible for Vocational Education for Handicapped, Disadvantaged, and Limited English Proficient Persons; and National Association of State Directors of Special Education, Inc. Indexes by title and author are provided. (YLB)

ED 350 409 CE 062 058

Education and Training for Total Quality Management in the Federal Government. Federal Total Quality Management Handbook 3.
PUB DATE- May 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Course Content; Curriculum Development; Educational Needs; Educational Planning; Employer Employee Relationship; Federal Government; *Government Employees; *Management Systems; Needs Assessment; Organizational Development; *Participative Decision Making; Program Administration; Program Development; *Program Implementation; *Quality Control; Staff Development; *Training Methods
IDENTIFIERS- *Total Quality Management

academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (NLA)

ED 350 427 CE 062 109

Avionics Maintenance Technology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 249p.; For the program standards, see CE 062 110.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Education; *Aviation Mechanics; Aviation Technology; *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; Electrical Systems; Electronics; Employment Potential; Entry Workers; Fluid Mechanics; Job Skills; Microcomputers; Navigation; Postsecondary Education; Program Guides; Sheet Metal Work; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Avionics; Georgia

This program guide presents the avionics maintenance technology curriculum for technical institutes in Georgia. The general information section contains the following for both the diploma program and the associate degree program: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses for the diploma program (English, algebraic concepts, trigonometry, and interpersonal relations/professional development) and for the associate degree program (principles of economics, composition and rhetoric I, college algebra and trigonometry, and introductory physics and psychology); fundamental technical courses (aircraft maintenance regulations, aircraft applied sciences, sheet metal structures, assembly and rigging, aviation physics, basic and advanced electronics, and introduction to microcomputers); and specific technical courses (fluid power and landing gear systems, utility, aircraft electrical, and navigation systems, microprocessors, avionics maintenance practices, aircraft logic, aircraft communication, navigation, and flight director and autopilot systems). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. Two appendices are included: tools and equipment list and tool kit for avionics maintenance technicians. (NLA)

ED 350 428 CE 062 110

Avionics Maintenance Technology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90

IDENTIFIERS- Georgia; *Heavy Equipment Mechanics

Designed to train an entry-level mechanic, this heavy equipment mechanic program guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a heavy equipment mechanic program. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and the curriculum model, including standard curriculum sequence and lists of courses. The next four sections contain the courses: three general core courses (job acquisition and employability skills, basic mathematics, English); five fundamental technical courses (basic skills and laboratory safety, engines I, drive systems I, electrical I, hydraulics I); eight specific technical courses (air conditioning, engines II, drive systems II, hydraulics II, electrical II, engines III, drive systems III, drive systems IV), and two electives (diesel injection, engines IV). Each course consists of the following: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. Appendixes include an equipment list and addresses of organizations that are sources of additional training materials. (YLB)

ED 350 446          CE 062 128

Heavy Equipment Mechanic Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 84p.; For the program guide, see CE 062 127.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Engines; Hydraulics; *Maintenance; Mechanical Equipment; Mechanical Skills; *Mechanics (Process); Postsecondary Education; Power Technology; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia; *Heavy Equipment Mechanics

This publication contains statewide standards for the heavy equipment mechanic program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory

Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Education; Curriculum Development; Educational Equipment; Educational Research; *Educational Resources; *Electrical Occupations; *Electricians; Energy Occupations; Equipment Maintenance; Instructional Materials; Job Analysis; Job Skills; Occupational Information; Postsecondary Education; Program Design; Program Development; Secondary Education; Skilled Occupations; Statewide Planning; *Task Analysis; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- Georgia

This report provides results of Phase I of a project that researched the occupational area of electrical distribution, established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to train apprentice line workers. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; and State Technical Committee developmental recommendations. Section 2 presents research findings: accreditation and certification; list of typical job titles; and appropriate trade resources and sources, including references and textbooks, instructional materials, audiovisuals, trade and professional association journals, safety manuals, safety equipment, test materials references, state liaison representative, and sources of additional information. A verified occupational duty and task list is comprised of 16 duties: occupational orientation; tools; basic electricity; electrical systems; safety; materials; rigging; pole handling and installation; conductor installation; transformers, connections, banking; live-line work; bucket truck operations; digger/derrick truck operations; right-of-way maintenance; troubleshooting; and public relations. Other contents include a tools and equipment list and staff and facilities recommendations. (YLB)

ED 350 464          CE 062 149

Sappe', Hoyt; Squires, Sheila S.
Emergency Medical Services. Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accidents; *Allied Health Occupations Education; Allied Health Personnel; Competency Based Education; Curriculum Development; Educational Equipment; Educational Research; *Educational Resources; *Emergency Medical Technicians; First Aid; Instructional Materials; Job Analysis; Job Skills; Medical Services; Occupational Information; *Paraprofessional Personnel; Postsecondary Education; Program Design; Program

training. A major activity of the year included a follow-up on the 215 participants of the first year. Mail or telephone follow-up reached most participants; 38 percent of the 64 workshop participants are employed or still in training; 37 percent are still in high school, employed, or in postsecondary training. (This document includes follow-up statistics from 1989-90, responses from participants, an advisory committee list, forms used, and publicity generated.) (KC)

ED 350 482          CE 062 200

Patton, Jan; Murray, Darlena
Business Computer Applications I. Curriculum Guide and Simulations and Test Bank.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 1,113p.; Update of ED 313 557.
LANGUAGE- English
EDRS Price- EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Computer Assisted Instruction; *Computer Assisted Testing; Computer Graphics; *Computer Oriented Programs; Computers; *Computer Simulation; Curriculum Guides; *Database Management Systems; Databases; Data Processing; Desktop Publishing; Essay Tests; Instructional Materials; Item Banks; Learning Activities; Lesson Plans; Objective Tests; *Office Occupations Education; Postsecondary Education; Secondary Education; Spreadsheets; Telecommunications; Test Items; Tests; *Word Processing
IDENTIFIERS- Texas

This document consists of a curriculum guide combined with separately published "Simulations" and "Test Bank" volumes designed to support instructors using the curriculum guide. The curriculum guide for "business computer applications I" provides office education instructors with detailed units of instruction correlated directly to the essential elements mandated by the Texas Education Agency. The 13 units are divided into 6 sections that may be considered as the instructor's guide for the units. The following are section topics: introduction to business computer applications I, word processing, electronic spreadsheets, database management, computer communication tools, and social implications of computer usage. A final section provides a closure and includes a review. Components of each section are as follows: (1) essential elements covered in the section; (2) suggested unit lesson plan that consists of the objective page, content outline, suggested teacher activities (general teacher preparation, teacher presentation, reteach activities, specific teaching activities); (3) handouts; (4) transparencies; (5) activity and competency test matrices; (6) competency tests; (7) answers to activities and competency tests; (8) list of resources; and (9) competency checklist. The unit pages are considered the student guide and include objectives/competencies, focus, terminology list, unit overview, and learning activities. Appendixes have the following contents: reference addresses, office education course descriptions, office education essential elements, suggested equipment list, suggested plan and format for lesson plan development, course competency checklist, suggested modifications for special needs, information on the 2 2 2 articulation project, and supplementary unit for Section I. (YLB) responsibility to adapt their environments to include students of diverse backgrounds and life situations rather than expecting non-normative students to fit themselves into narrow or inaccessible settings that do not affirm who they are. The strong positive association between department unity and sense of belonging to the department point to the need for community building efforts at the departmental level as well as campus-wide. (ABL)

ED 350 502 CG 024 554

Handbook on Group Counseling and Group Guidance.
PUB DATE- Aug 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Services; *Counselor Role; Elementary School Students; Elementary Secondary Education; Group Counseling; Group Guidance; *School Counseling; *School Counselors; Secondary School Students

This handbook was developed to provide useful information to help the school counselor identify and apply appropriate methods to "reach" every student. The first section presents an overview of group counseling. It focuses on group counseling, group dynamics, benefits of group counseling, group development, issues in group counseling, group leadership, and ethical guidelines and considerations. A bibliography is also included in this section. The second section describes strategies for getting started. It focuses on getting organized, initiating group activities, and establishing ground rules. The third section presents structured activities in the categories of getting acquainted; anger; communication; guided imagery; group rituals; self-concept and self-awareness; self-esteem; stress management; trust building; and values. The fourth section discusses special population groups, focusing on gifted middle school students. The descriptions of the activities include the subject, category, objectives, time required, materials needed, and the activities themselves. The fifth section focuses on special topic groups. It presents the rationale, organization, and activities for groups on the topics of goal setting/problem solving; divorce; depressed, post-suicidal students; and grief and loss. (ABL)

ED 350 503 CG 024 555

The College Connection: A Handbook for High School Students. Links to Success.
PUB DATE- Aug 91
NOTE- 67p.; Contains some text that will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Aspiration; College Admission; College Applicants; *College Bound Students; Decision Making; High Schools; *High School Students; *School Counseling; *School Guidance

This handbook is a year-by-year planning guide to college decrease coincided with an increase in assessing a lesser penalty of attempted rape or assault, which held a more lenient penalty for these charges. This gradual change appears to have led to a trend which has evolved into the current prosecution and penalty process today. Based on the information that is known about rape during the seventeenth, eighteenth, and nineteenth centuries, it appears that rape was not as prevalent as it has become within this past century. This was due to several factors. First of all, the populations of towns and cities were much smaller. Another possibility for the low reports of this crime could be due to women being fearful of reporting the crime. The culture during this time fostered women to be non-assertive, dependent, and to feel inferior to men. The act of rape could have occurred more frequently than the records show, but was underreported due to various circumstances. (ABL)

ED 350 524 CG 024 578

Seraganian, Peter; And Others
Alcohol and Drug Abusers Entering Treatment: How Different Are They?
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Cocaine; *Drug Abuse; *Drug Rehabilitation; Foreign Countries; *Institutionalized Persons; Personality Traits; *Substance Abuse

A major shift in drug abuse epidemiology has been witnessed in North America over the past decade. Although alcohol continues to be widely abused, usage of other substances has proliferated. While addicted individuals share some attributes, certain demographic, psychological, and cognitive characteristics may distinguish alcoholics from those who abuse other substances. This descriptive field study systematically compared the presenting characteristics of alcohol and other substance abusers. Study participants were 208 patients recruited from those beginning treatment for alcohol and drug abuse at two residential, publicly-funded, treatment centers serving French- and English-speaking patients in the greater Montreal region. Subjects were categorized into three groups: alcohol abusers; other drug (principally cocaine) abusers; and both alcohol and other drug abusers. Group differences in age, scores on subscales of the Symptoms Checklist 90, and neuropsychological test scores were all in evidence. Patients in all groups seemed to be experiencing major trauma in their lives. Those who abused only alcohol were older than those also reporting cocaine and other substance usage. Those patients who reported abusing substances either alone or in conjunction with alcohol appeared to be more obsessive-compulsive and exhibited greater hostility. Given such a marked clustering of psychological and cognitive differences across groups, the suitability of a common treatment approach for patients presenting with varied profiles of substance abuse may be questioned. (ABL)

ED 350 525 CG 024 579

Hillman, Stephen B.; And Others

exercise. The data indicated that in terms of health and risk-taking behaviors, 9th-graders in Illinois are remarkably like their counterparts throughout the rest of the United States. It is encouraging that 87% of the students had received health education and 94% had received substance abuse education. On the other hand, one-third or more had not received either abstinence education or contraceptive education. It is unrealistic to expect that a single semester of health education or a single unit in health education can dramatically offset poor health behaviors established over several years or supported by pressure from peers and the media. Nevertheless, these data do demonstrate the need for comprehensive effective programs for Illinois youth. (ABL)

ED 350 544 CG 024 598

Stanbrook, Linda M.
Peer Assistance Program for Teenage Substance Users.
PUB DATE- Mar 91
NOTE- 155p.; Education Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Drug Use; Helping Relationship; High Schools; High School Students; *Peer Counseling; Peer Influence; *Substance Abuse

A peer assistance program for teenage substance users was developed in which students interviewed their peers to determine substance use attitudes and frequency of substance use. Student interviewers read and studied drug curriculum materials in their health class; were taught active listening skills and counseling techniques; practiced answering questionnaires and surveys designed to clarify teenage substance use issues; interviewed peer substance users; and wrote essays on substance use issues. The target group of peer substance users was chosen by survey results from high school juniors and sophomores. Target teenagers were assigned an interviewer who assisted the substance user by providing substance use clarification. A Pre-Interest Inventory Likert scale measured substance use interest by high school juniors, while five sets of questionnaires and a Post-Interest Inventory Likert scale measured how the peer assistance program had influenced teenage substance users' attitudes. While the Post-Interest Inventory results showed that a high number of teenagers chose to be drug-free at the project's conclusion, it was the peer interviewers who benefitted by their participation in the helping relationship. Program implementation was recommended because of low cost, use of existing staff, and the program's ability to clarify substance use issues for teenagers through peer interviews. (Relevant forms and questionnaires are appended.) (Author/NB)

ED 350 545 CG 024 599

Juvenile Alcohol and Other Drug Abuse: A Guide to Federal Initiatives for Prevention, Treatment, and Control.
PUB DATE- 92
NOTE- 188p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Drinking; *Drug Abuse;

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Coherence; Inner City; Kindergarten Children; Primary Education; Reading Research; *Text Structure; Urban Education
IDENTIFIERS- Cohesive Harmony; *Emergent Literacy; *Retelling; Text Factors; Trade Books

A study explored emergent readers' reconstruction of two story text types for evidence of cohesive harmony. Data came from a subset of 12 kindergarten children in 2 classes in an inner-city school. All of the children participated in a storybook reading program in which two types of texts were used: simple, beginning reader text and complex, trade book text. Analysis of children's storybook reconstructions by text type prior to systematic exposure to the two text types indicated individual differences in cohesive harmony. Children's differential exposure to the two text types during the storybook reading program was associated with different levels of cohesive harmony in reconstructed texts for some storybooks. No significant increase in cohesive harmony at posttesting was indicated across classes for either text type or for repeated text. Findings suggest that a complex relationship exists among text type, exposure, and cohesive harmony. (Six tables of data and two figures presenting excerpts from reconstructed texts are included; 47 references and a list of the books used with the students are attached.) (RS)

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ED 350 566 CS 011 045

Williams, Andrew P.
A Comparison between the Reading Comprehension of Eleventh Grade Students Who Incorporate Free Writing Exercises into Their Literature Class and Those Eleventh Grade Students Who Do Not Incorporate Free Writing into Their Literature Class.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Free Writing; Grade 11; High Schools; Literature Appreciation; *Reading Comprehension; *Reading Improvement; Reading Research; *Reading Writing Relationship
IDENTIFIERS- McKeesport Area School District PA

A study investigated whether there is a significant difference between the reading comprehension levels of eleventh grade students at a Catholic school in McKeesport, Pennsylvania, who incorporate free writing exercises into their literature class, and those who do not. Pre- and posttest mean reading comprehension scores were derived through the administration of the Nelson Denny Reading Comprehension Test Forms E and F to control and experimental groups of eleventh grade students. The pre- and posttest means were compared using t-tests for independent samples. The pre- and posttest scores of the experimental group were compared using a t-test for dependent measures. Results showed no significant difference between the mean reading comprehension scores of the two groups, as measured by the t-test for independent measures, even though the mean reading comprehension scores of both groups increased. However, a significant difference was found at the .05 level between the mean comprehension scores of the pre- and posttests of the experimental group. This indicates that the incorporation of free writing exercises into a literature class

Elementary Alternative Education Program (which is based on a belief in the value of a student-centered, activity-based, thematic approach to learning) at Montrose School in Winnipeg, Manitoba, Canada. In this classroom setting, Judy introduces her students to Eleanor Coerr's story "Sadako and the Thousand Paper Cranes," a story of a 12-year-old Japanese girl who tried to complete 1000 paper cranes to heal her leukemia that she contracted after the atomic bombing of Hiroshima. Judy begins the literature study by drawing her students' attention to the title and cover illustration of the short novel. She helps her students extend their responses to the novel by drawing attention to such elements as character and setting. Drama and role playing are introduced as a way for students to enter imaginatively into the story. Visitors to the classroom help students make real connections to a world beyond the pages of the novel. Through active involvement in their own learning, literature comes alive for students as they discover the interconnectedness of stories, readers, and the world beyond books. (A figure illustrating the connections made to the world beyond the book is included.) (RS)

ED 350 587 CS 011 070

Reading Recovery Program 1991-92. Compensatory Education Product Evaluation.
PUB DATE- Oct 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Grade 1; *High Risk Students; Pilot Projects; Primary Education; *Program Effectiveness; Reading Research; *Remedial Reading
IDENTIFIERS- *Reading Recovery Projects; Saginaw City School System MI

A study examined the effectiveness of the Reading Recovery Pilot program of the school district of the city of Saginaw, Michigan. Thirty-five of the original 55 students in the program were successfully discontinued from the program--they read with a 90% or greater level of accuracy materials being used in the classroom and use the kinds of strategies that good readers use. Two groups of randomly sampled first grade Compensatory Education students served as comparison students. Subjects were administered the Diagnostic Survey and subtests of the California Achievement Test. Results indicated that successfully discontinued Reading Recovery children outgained comparison children on five of the six subtests of the Diagnostic Survey and on all three reading subtests of the California Achievement Tests. Findings suggest that the Reading Recovery program should be continued and expanded and that the design for future research should include other instruments that may better chart students' progress over the years. (Four tables of data are included; one appendix of data and an outline of the long-term study of the effectiveness of the Reading Recovery program are attached.) (RS)

ED 350 588 CS 011 071

Newman, Anabel P.; And Others
Student Literacy Corps, 1990-1991. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 72p.; Best available copy. Unevenness of print may affect legibility.

ED 350 607 CS 213 540

Mandelbaum, Paul
Preaching Our Practice: On Sharing Professional Work with Magazine Students.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Journalism Education; *Periodicals; Teacher Student Relationship; Theory Practice Relationship; *Writing for Publication; *Writing Instruction
IDENTIFIERS- *Process Approach (Writing); Writing Contexts

A magazine writer and university instructor used interview samples, editors' comments, and other materials from his own article-then-in-progress for the "New York Times Magazine" in a university-level class in magazine writing. Students, who were creating their own in-depth magazine articles, could see the same principles and techniques discussed in class in relation to their work applied at a professional level. This improved understanding and motivation and clarified the relevance of the course's rigorous expectations. By examining the instructor's magazine article as it evolved, classroom discussion stressed the writing process, reflecting reported trends in composition education and similar approaches reported in journalism education. The instructor's experiences provide a framework and encouragement for other teachers to bring more of themselves and their work into the classroom. (Author/RS)

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ED 350 608 CS 213 541

Arnold, Mary; Fuller, Njeri
When It All Began: Journalism Minority Recruiting & High School Students.
PUB DATE- Aug 92
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; High Schools; *High School Students; *Journalism; *Journalism Education; *Journalism History; *Minority Groups; Program Descriptions; *Student Recruitment
IDENTIFIERS- *Scholastic Journalism

This paper traces the history of 27 minority recruitment programs in scholastic journalism (targeted at high school students) from a national perspective. Based on the idea that a review of the history of any effort has value, the paper discusses the beginning stages of these efforts, how they developed, and what individuals and groups have taken leadership roles. Building cultural bridges to increase understanding between minorities and non-minorities is an important priority for the news media and journalism educators at all levels. The paper outlines contributions made by media foundations, influential newspapers and newspaper groups, journalists, journalism organizations, and universities. The paper also discusses the four types of monority recruiting programs developed for high school collectively as "Little Papers") in four geographic locations in the United States, in an effort to discern some of the uses of this press in the late nineteenth century. Data examined included microfilm copies of the newspapers and collections of histories of residential schools for the deaf. Results indicated that the Little Papers were fairly similar in their formats and general content, which included fictional pieces, inspirational stories, and reprints of articles from general interest publications that related to deafness or deaf people. Findings suggest that the Little Papers did much to perpetuate deaf culture and bind a community which spread across the United States. (Four illustrations and 44 footnotes are included; a 30-item bibliography is attached. (RS)

ED 350 629          CS 213 589

Bishop, Wendy
Writing from the Tips of Our Tongues: Writers, Tutors, and Talk.
PUB DATE- Oct 92
NOTE- 24p.; Paper presented at the Annual Peer Tutoring in Writing Conference (9th, Indiana, PA, October 23-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperation; Higher Education; Interpersonal Communication; Poetry; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Teachers
IDENTIFIERS- *Conversation; *Speaking Writing Relationship

Talk is central to what writers do--it is the collaborative activity that underlies most, if not all, individual acts of composing. Writers compose through inner speech while walking, by speaking aloud at the word processor, when discussing a work-in-progress, or as they share ideas during conferences in writing centers and classrooms. But this talk is often suppressed, forgotten, or left out of the dominant story of learning to write. Writing centers are places student writers come to talk, asking real and engaged questions, talk that results in encouragement and becomes a reason for many writers to continue. When writing is viewed as the work of solitary genius, talk is left out of the story. A long-term collaborative poetry project investigated the issues of talk and voice as two university writing instructors collaborated at a distance on writing poetry. This interweaving of poetry profoundly affected the instructors' ways of teaching writing. Writing is taught best and learned best in a class that highlights drafting but also includes healthy "wallops" of talk. Finished products of writing smooth over their own construction, so writing teachers have begun to include examples of student writing and drafts as classroom models and writing center directors have begun to encourage tutors and tutees to brainstorm, draft and talk together. Writing takes time, and the more time teachers and students allow for pen on paper (or keyboardist on keyboard), the more likely it is that learning will take place. (RS)

ED 350 630          CS 507 904

Drake, H. L.
Teaching Critical Thinking by Way of General Semantics.
PUB DATE- 11 Aug 92
NOTE- 13p.; Paper presented at the International Conference on Critical Thinking and Educational Reform (12th, Rohnert Park, CA, August 9-12, 1992).

Fukumoto, Keith H.
The Department of Education Budget: Selected Issues in Public School Funding and Accountability. Report No. 6.
PUB DATE- 91
NOTE- 156p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Cost Indexes; *Educational Finance; Elementary Secondary Education; Evaluation Methods; Expenditure per Student; *Expenditures; Inflation (Economics); Operating Expenses; *Public Schools; Resource Allocation; *School Funds; *State Departments of Education
IDENTIFIERS- *Hawaii

Findings of a study on public school funding and accountability in Hawaii are presented in this report. Following a detailed executive summary, the introduction outlines the state legislative history that mandated the study and describes the study's design. Chapter 2 discusses the different methods used to analyze educational expenditures and their limitations, proposes alternatives, and identifies their assumptions. Chapter 3 examines the relationship between inflation and current operations expenditures and describes the changes in expenditures over time. It also discusses the theory and design of a school price index to measure the effects of inflation on elementary/secondary operations. The fourth chapter compares the amounts expended for such functions as administrative support and those expended directly for students, such as classroom teaching. The utility of the current accountability system and the equity of resource-allocation procedures used by the State Department of Education (DOE) are assessed in chapters 5 and 6. Chapter 7 analyzes the current program structure of the department of education and presents two new alternatives. Seventeen tables are included. Appendices contain lists of expenditures and comments by the DOE on the study findings. A summary and endnotes accompany each chapter. (LMI)

ED 350 649          EA 024 296

Evans, Dennis L.
The "Instructional Leader" Must Go.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Consultants; *Definitions; Elementary Secondary Education; Formative Evaluation; *Instructional Leadership; Principals; Summative Evaluation; *Teacher Evaluation; *Teacher Supervision

Using some dictionary definitions, one might easily infer that supervision of teaching is a managerial/administrative function closely related to evaluation and control, implying hierarchical connotations. However, Guthrie and Reed (1991) describe teacher supervision as "a function of leadership concerned with improving, enhancing, and reinforcing classroom or teaching effectiveness" and "subsequent maximization of student academic performance." Instructional supervision is more of a collegial process than an individual act and has no need for an "instructional leader." Instructional supervision is primarily a formative process, whereas the administrative evaluation of teachers for retention or dismissal purposes is conferences were limited by time constraints and a lack of a common knowledge and language. Disparities in their understandings reflected gaps in cultural knowledge between parents and teachers. A holistic theoretical model is recommended as a way to promote two-way interchanges between teachers and parents that includes a systematic plan for teacher cultural education and parent orientation. Joint research teams are suggested as a means to investigate parent-teacher collaboration. One figure and two tables are included. (Contains 24 references.) (LMI)

ED 350 668 EA 024 351

Maehr, Martin L.
Transforming School Culture To Enhance Motivation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Academic Achievement; *Beliefs; Definitions; *Educational Environment; Elementary Secondary Education; Goal Orientation; *Student Motivation
IDENTIFIERS- *School Culture

In response to widespread perceptions about school failure and student underachievement, this paper proposes that the culture of the nation's schools must be transformed to improve student motivation and achievement. The problem of schools is rooted in the core beliefs held by staff, students, and school leaders about the purposes, goals, and personal incentives associated with schooling. Goal theory research has underscored the importance of perceptions of purpose in determining the nature and quality of investment in a task. Teaching, schooling, and learning may be defined as task-focused, or concerned with the intrinsic worth of doing the task for its own sake; and as ability-focused, or using the task as a sorting mechanism to demonstrate who has ability. Adopting either goal has important consequences for behavior generally and for motivation and learning in particular. Students adopting a task-focused definition tend to view a task more positively, showing a continued interest even after the formal instruction is completed, and are likely to be academically venturesome, choose challenging activities, and adopt deep-processing strategies. In contrast, students who adopt an ability focus tend to use surface-level strategies, such as memorization and rehearsal, and avoid mistakes and failures. Preliminary findings and conclusions are discussed. (Contains 21 references). (MLH)

ED 350 669 EA 024 352

Inbar, Dan E.
The Cognitive Preferences of School Principals.
PUB DATE- May 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

addressed. Three differences were found to distinguish Chapter 1-eligible schools and those that were ineligible. The Chapter 1 schools had more funds than they could work with, less risk-averse governance councils, and staff who were more experienced and comfortable with participative decision making. (LMI)

ED 350 689 EA 024 377

Weiss, Carol H.
Shared Decision Making about What? A Comparison of Schools with and without Teacher Participation. Occasional Paper No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 45p.; Later version of paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; High Schools; Local Issues; *Participative Decision Making; School Based Management; *Teacher Administrator Relationship; *Teacher Influence; *Teacher Participation; Teacher Role

Findings of a study that examined the impact of organizational structures for shared decision making on teacher participation are presented in this paper, with attention to the types of issues that were raised and the nature of changes introduced. A longitudinal study was conducted of 12 high schools in 11 states for an average of 17 months per school. Six schools with shared decision-making (SDM) structures were compared with six schools with traditional administrative structures. Data were derived from interviews with a total of 191 administrators, teachers, and school staff--105 from SDM schools and 86 from traditional schools. Findings suggest that the presence of participatory decision-making structures did not necessarily lead to enhanced teacher creativity; in fact, most faculty attempted to slow down the pace of change. Although teachers' morale improved, their influence on decision-making was usually limited within boundaries determined by the principal. However, shared decision making does provide a forum for teacher-administrator interaction and shared knowledge. Two tables are included. (Contains 16 references.) (LMI)

ED 350 690 EA 024 378

Murphy, Joseph
Restructuring Schooling: The Equity Infrastructure. Occasional Paper No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 41p.; Paper prepared for a conference sponsored by the Center on Organization and Restructuring of Schools (Madison, WI, October 10-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Educational Improvement; Elementary Secondary Education; *Equal Education; Excellence in Education; *Organizational Change; *Organizational Climate; Organizational Development; *School Restructuring

Ways in which restructuring approaches to school improvement are

Henriot-van Zanten, Agnes
Immigrants and Schools in France: Recent Changes in Policy and Research.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Cultural Differences; Cultural Influences; Cultural Pluralism; *Educational Policy; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Immigrants; *Minority Groups; Social Integration; Social Theories; *Sociocultural Patterns
IDENTIFIERS- *France

Recent changes in policy and research regarding immigrants and schools in France are examined in this paper. The first part discusses changes in France's social and political context--in the immigrant population and in educational policies. The second section reviews theoretical explanations of immigrant school performance with regard to social class and cultural differences, institutionalized discrimination in the schools, and the role of family mobilization. Most of these theories focus on school processes without considering their link to other socializing agencies, such as the neighborhood and workplace. A multilevel analysis of these agencies is needed to understand the structural factors that influence minority school performance, such as neighborhood segregation and job discrimination. A model is presented that uses three parameters to compare the differences between immigrants of different nationalities in school attitudes and performance: the degrees of integration, assimilation, and participation. Two tables are included. (Contains 43 references.) (LMI)

ED 350 712            EA 024 413

Dinham, Steve
Teacher Induction: Implications of Recent Research for Educational Administrators.
PUB DATE- Jul 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Mentors; *Professional Development; Teacher Employment; *Teacher Orientation; Teacher Supervision
IDENTIFIERS- *Australia

Despite the recognition of the problems faced by beginning teachers, the provision of effective induction programs both in Australia and other nations has been less than universal, with only approximately one-half of beginning Australian teachers involved in any substantive form of teacher induction program. This paper offers a review of literature on teacher induction and provides a series of guiding principles for designing a teacher induction program. Industrial, financial, and social barriers to the provision of effective induction programs are recognized. Teacher induction programs are viewed as a right,

Lytwyn, Pat
Infant Follow Along Program: A Computer Assisted Child Find System Using Parent Completed Questionnaires.
PUB DATE- May 92
NOTE- 20p.; The sample questionnaire contains small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; *Computer Oriented Programs; Data Collection; Delivery Systems; *Early Intervention; *Handicap Identification; Infants; *Parent Participation; Program Development; Program Evaluation; Questionnaires; Referral; *Screening Tests; Toddlers
IDENTIFIERS- Child Find; Minnesota (Southwest)

The Infant Follow Along Program (IFAP) is an interagency effort to improve the identification of infants and toddlers who may experience health or developmental problems because of medical or environmental risk factors. The program also facilitates data collection and referral for services for infants and families. The program is in use in an 18-county area in southwestern Minnesota. Families are given the opportunity to enroll in the program when a child or his family exhibits risk indicators. Infants and toddlers are enrolled through a variety of community agencies including hospitals, managing agencies, interagency early intervention committees, and family members. The program has two components: (1) a home visit by a nurse from the managing agency; and (2) a long-term follow up using parent-completed questionnaires with feedback from the managing agency. An Infant/Child Monitoring Questionnaire (ICMQ) is mailed to parents when their child reaches 4, 8, 12, 16, 20, 24, and 36 months of age. Parents complete and return the ICMQ to the managing agency. It is scored and the results shared with the child's parents and physician. If the ICMQ scores are questionable, the child is referred for further evaluation or services. The compilation of IFAP data and the mailing of the questionnaires is facilitated by computer software. This report describes program development, program evaluation, the computer software used, and demographic data. A sample ICMQ for a 16-month-old girl is appended. (JDD)

ED 350 735          EC 301 540

Mineo, Beth
Demographic Characteristics of the United States Population: Current Data and Future Trends. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 21p.; For related documents, see EC 301 567-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age; *Demography; *Disabilities; Educational Background; *Educational Trends; Elementary Secondary Education; Employment Potential; Ethnic Groups; Family (Sociological Unit); *Futures (of Society); Incidence; Influences; Minority Groups; Population Distribution; Population Trends; Poverty; Prediction; Resource Allocation; School Demography; *Special Education; Student Characteristics; *Trend Analysis

As part of a 3-year study to identify emerging issues and trends in technology for special education, this paper examines

IDENTIFIERS- *Council for Exceptional Children

This newsletter special issue provides a compendium of information, strategies, and resources concerning the use of technology by individuals with special needs. A section on strategies for the effective use of technology contains the following papers: "A Philosophy for the Use of Technology in Special Education" (A. Edward Blackhurst and Margaret B. Shuping); "Transforming the Computer into a High-Tech Folk Instrument" (Nancy A. Norman); and "Research Highlights on Technology Integration." This section also contains short articles on selecting special education software, access issues, the National Unicorn User's Group, funding, and technology applications in higher education, and presents a sample training material for adaptive device trouble shooting. A section on resources contains a paper by Dave L. Edyburn titled "Locating Information about Software" and contains notes about products of the Center for Special Education Technology, the Alliance for Technology Access, the ERIC/OSEP Research directory available from the Council for Exceptional Children, and IBM's National Support Center for Persons with Disabilities. A section on events lists technology conferences scheduled for November 1990 to July 1991, and a final section describes the goals and activities of the Technology and Media Division (TAM) of the Council for Exceptional Children. (JDD)

ED 350 754 EC 301 561

Marshall, Catherine A.; And Others
The Assessment of a Model for Determining Community-Based Needs of American Indians with Disabilities through Consumer Involvement in Community Planning and Change: Denver, Colorado. Executive Summary, 1990. Revised.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 14p.; For the final report, see ED 333 609; for a related document, see EC 301 562.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Change Strategies; Delivery Systems; *Disabilities; Females; *Human Services; Incidence; Interviews; Males; Models; *Needs Assessment; Participatory Research; Planning; *Rehabilitation; Research Methodology; Sex Differences; *Urban American Indians; Urban Areas; Vocational Rehabilitation
IDENTIFIERS- Colorado (Denver); Concerns Report Method

This executive summary describes a study to identify the concerns and needs of American Indians with disabilities living in the urban area of Denver (Colorado). The study also sought to determine if the Concerns Report Method was useful in identifying needs. The executive summary consists of a brief review of information on the urban American Indian, a review of American Indians and disability, a summary of research methods used in the study, a summary of study results, and recommendations for community change. The paper emphasizes that American Indians with disabilities assisted in designing and carrying out the research. Data from 100 interviews with American Indians with disabilities were analyzed, and the executive summary presents graphs showing the percentage of disabling conditions represented and the percentage of males and females reporting specific functional limitations. The study found that services needed include outreach, case in clinical and basic science from a broad variety of specialties in deafness and other communication disorders. Following an executive summary, seven areas of communication disorders are discussed: deafness and hearing disorders; balance and the vestibular system; voice and voice disorders; speech and speech disorders; language and language impairments; smell, taste, and touch; and cross-cutting issues. Chapters for each of the seven areas generally provide an overview, recent accomplishments, program goals, research opportunities or priorities, and a summary of research recommendations. Appendices contain the text of Public Law 100-553 which authorized the NIDCD; a list of individuals involved in production of the research plan; comments by reviewing organizations; and a comprehensive program of research on deafness and hearing disorders. (JDD)

ED 350 773 EC 301 584

Noise and Hearing Loss. NIH Consensus Development Conference Consensus Statement (January 22-24, 1990). Volume 8, Number 1.
PUB DATE- Jan 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- At Risk Persons; *Clinical Diagnosis; *Environmental Influences; *Hearing Impairments; Incidence; *Noise (Sound); *Prevention; Public Policy; Research Needs; Research Opportunities; *Symptoms (Individual Disorders)

This report is the product of a National Institutes of Health Consensus Development Conference on Noise and Hearing Loss which addressed the characteristics of noise-induced hearing loss, acoustic parameters of hazardous noise exposure, individual and age-specific susceptibility, and prevention strategies. The report examines the incidence of hearing loss and exposure to noise, a definition of noise-induced hearing loss (NIHL), assessment of NIHL, types of sounds that can damage hearing, factors determining an individual's susceptibility to NIHL, prevention strategies, and directions for future research. The consensus panel concluded that sounds of sufficient intensity and duration will damage the ear and result in temporary or permanent hearing loss at any age. Sound levels of less than 75 decibels are unlikely to cause permanent hearing loss, while sound levels above 85 decibels with exposures of 8 hours per day will produce permanent hearing loss after many years. Current scientific knowledge is inadequate to predict that any particular individual will be safe when exposed to a hazardous noise. Strategies to prevent damage from sound exposure should include the use of individual hearing protection devices, education programs beginning with school-age children, consumer guidance, increased product noise labeling, and hearing conservation programs for occupational settings. (JDD)

ED 350 774 EC 301 585

McLaughlin, Margaret J.; Warren, Sandra Hopfengardner
Issues & Options in Restructuring Schools and Special Education Programs.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 90p.

Educating Adolescents on the Effects of Crack Cocaine on Unborn Children.
PUB DATE- 90
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Cocaine; *Crack; *Drug Abuse; *Drug Education; Emotional Disturbances; *High Risk Students; High Schools; High School Students; Learning Disabilities; Mild Mental Retardation; *Pregnancy; *Prenatal Influences; Teaching Methods
IDENTIFIERS- *Fetal Drug Exposure

Ten high-risk, special education adolescents were given an instructional program for five days in health education on crack cocaine and its effects on the fetus. Students included five with learning disabilities, three with emotional impairments, and two with educable mental impairments. All of the subjects live and attend school in a primarily rural area in St. Clair County, Michigan. The instructional intervention included resource persons, role playing, videos, hands-on materials, oral reading, and written assignments. Data collected through evaluation of lesson plans, observation, student-generated products, and pre-post assessment indicated that students increased in overall knowledge of crack cocaine and its effects on the fetus. Appendixes contain intervention goals, schedules, lesson plans, student work samples, and the researcher's diary of observations. (Contains 13 references.) (Author/JDD)

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ED 350 795 EC 301 608

Scherer, Marcia J.
Psychosocial Factors Associated with the Use of Technological Assistance.
PUB DATE- Aug 92
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adults; *Assistive Devices (for Disabled); *Equipment Utilization; Followup Studies; Individual Development; Longitudinal Studies; Males; *Neurological Impairments; *Personality Traits; Self Evaluation (Individuals)
IDENTIFIERS- Impairment Severity; *Spinal Cord Injuries

This follow-up study was conducted to assess changes in functioning and adjustment over time of individuals with spinal cord injuries who had participated in 1986 and 1988 studies. The original studies interviewed five adult males with quadriplegia about the use of their assistive technologies and about how easily, comfortably, and effectively they operated them and under what conditions and circumstances they experienced difficulties. In the follow-up study, administration of the Personal Capacities Questionnaires to users and non-users of assistive technologies found that users had higher levels of functional capacity and rated the severity of their disability lower than did non-users. Administration of the Taylor-Johnson Temperament Analysis found no clear patterns resource and consultation support for students with mild handicaps and students at risk for school failure. Examples of consultation projects implemented and evaluated in the field are used to illustrate principles of effective consultation. Suggestions and guidelines are provided for performing classroom and curriculum-based assessments, implementing classroom-based instructional and management systems, and generating successful student outcomes through effective collaborative consultative support. Specific types of consulting projects addressed include: behavior and academic problems solved in a resource setting and then systematically implemented in regular classes; behavior and academic problems solved within the general education classroom; home tutoring and child management projects implemented by parents, consulting teachers and classroom teachers working together; and examples of different varieties of staff development provided for groups of teachers by consulting teachers. (PB)

ED 350 814          EC 301 642

Gaylord-Ross, Robert, Ed.
Issues and Research in Special Education. Volume 2.
PUB DATE- 92
NOTE- 252p.; For Volume 1, see EC 230 677.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Disorders; Coping; Developmental Disabilities; *Disabilities; Elementary Secondary Education; Generalization; *Intervention; *Literacy Education; Physical Disabilities; Qualitative Research; *Research Methodology; Severe Disabilities; *Social Support Groups; *Special Education; Speech Handicaps; Student Characteristics; Student Placement; Teaching Methods; Transitional Programs

This compilation presents five papers on issues and research in special education. "Qualitative Research in Special Education: An Evaluative Review" (Charles A. Peck and Gail C. Furman) explicates some of the epistemological assumptions underlying qualitative research methods, reviews examples of qualitative research, evaluates the contributions of this research to the understanding of policy and practice in special education, and examines relationships between qualitative/interpretivist and more traditional quantitative/objectivist approaches to research. "Research Issues in Behavioral Disorders" (Frank H. Wood and others) reviews issues related to the terminology and definition used for behavioral disorders and associated disabilities, population characteristics, appropriate educational placement of students with behavioral disorders, the effectiveness of interventions with this population, and the evaluation of program effectiveness. "Extending Complex Repertoires of Critical Skills" (Thomas G. Haring and Richard Laitinen) presents a model of generalization that analyzes the multiple interactions that occur within and between skill clusters, suggests an instructional technology that explicitly teaches learners with severe handicaps to become more independent and spontaneous in their interactions, and describes a set of principles that might control the learning and generalization of complex repertoires. "Literacy Issues in Persons with Severe Speech and Physical Impairments" (David A. Koppenhaver and David E. Yoder) reviews and synthesizes four decades of research activity in literacy learning and instruction and suggests directions for future research. "Social Support and Transitional Coping" (Phyllis M. Tappe and seems likely, it was presumed," etc. Such comments were found to be somewhat more common in science-related articles, with frequency ranging from a high of 1.17 per sentence in a philosophy article to a low of 0.14 per sentence in an organic chemistry article. When analyzed for evidence of rhetorical sections, it appeared that generally, the science articles could be divided into three sections (beginning, middle, end), but the humanities articles had no consistent rhetorical "shape." In science articles, comments were most frequent in end sections, less so in beginnings, and least commonly observed in the middle. Functions of the comments were different in each section. Certain comments were found to be used more often than others and were different for the arts and sciences. It is concluded that the function of comments in academic prose is to express three types of certainty: information that is taken for granted; the purely hypothetical; and logical deduction. (MSE)

ED 350 832 FL 020 562

Williamson, Cassandra Wellington
What Are Successful Teaching Methods for Teaching French to First Graders?
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; FLES; *French; *Grade 1; Instructional Effectiveness; Lesson Plans; Primary Education; *Second Language Instruction; Second Language Learning; *Teacher Developed Materials; Teaching Methods

This paper is about successful teaching methods for foreign language instruction in the primary grades, with emphasis on French in first grade. One teacher drew on the literature of elementary school second language instruction, and personal experience and ideas to develop a six-lesson instructional unit for first grade French instruction at Cale Elementary in Albemarle County, Virginia The lessons included a variety of activities and forms of formal and informal evaluation. Most of the classroom instruction was recorded on videotape, and lesson plans were evaluated daily. Topics taught included numbers, conversation, feelings, and body parts. Successful classroom teaching techniques included singing songs, drawing to identify body parts, use of the children's own stuffed animals for conversation, use of another stuffed animal for game participation, and activities involving numbers. The teacher was impressed with the students' attention to pronunciation, their interest in story-reading despite a language barrier, and their enthusiasm throughout the unit. The six lesson plans are appended. (MSE)

ED 350 833 FL 020 586

Laberge, Diane, Ed.; And Others
Les actes des 5iemes journees de linguistique (Proceedings of the Linguistics Conference), (5th, 1991).
PUB DATE- 92
NOTE- 114p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

Brecht, Richard D.; And Others
On Evaluating Language Proficiency Gain in Study Abroad Environments: An Empirical Study of American Students of Russian (A Preliminary Analysis of Data).
PUB DATE- 91
NOTE- 31p.; Study funded by the U.S. Department of Education, American Council of Teachers of Russian, and the National Foreign Language Center. Paper presented in Russian at the International Congress of MAPRIAL (7th, Moscow, Soviet Union, August, 1990). In: Dabars, Zita, D., Ed. Selected Papers Delivered at the NEH Symposium in Russian Language and Culture (Bryn Mawr, Pennsylvania, May 1990); see FL 020 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; *Immersion Programs; Language Acquisition; *Language Proficiency; Listening Skills; Longitudinal Studies; Predictor Variables; Reading Skills; *Russian; *Second Language Learning; *Study Abroad

A preliminary report on a long-term empirical investigation of advanced language acquisition in a study-abroad environment is presented. The project is based on an American Council of Teachers of Russian (ACTR) longitudinal study of the gains in Russian language competence demonstrated by American students in semester-long language programs in Moscow and Leningrad. Six-year data include student information on age, gender, citizenship, country of birth, place and levels of formal education, and information on all prior training in the Russian language. Analysis of test results in oral, listening, and reading proficiency shows that the immersion experience produces significant gains in language proficiency achieved by a variety of American college-level learners of Russian. One of the conclusions is that at any given initial level, the better prepared the student is on reading/grammar the more the student tends to gain. Also, the Modern Foreign Language Aptitude Test (MLAT) is shown to be a valid predictor of success in developing reading and listening skills in Russian, although it does not serve to predict oral proficiency gain as measured by the standard Oral Proficiency Interview (OPI). Another finding is that the gains are significantly higher for males than for females, a phenomenon that may be influenced by communication interactions in-country. Contains 13 references. (LB)

ED 350 856 FL 020 681

Garrott, June Rose
Preferences and Pet Peeves of Chinese College Students.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *College Students; *Cultural Context; Educational Attitudes; *English (Second Language); Foreign Countries; Higher Education; Language Attitudes; Personality Traits; Second Language Instruction; Self Evaluation (Individuals); *Social Values; *Student Attitudes; *Student Characteristics; Surveys
IDENTIFIERS- *China; Chinese Values Survey

A study undertaken in China investigated the attitudes of 512 students of English as a Second Language, aged 18-52, in 15 colleges and universities. A two-part, semi-structured, open-a tabular summary of selected literature, its focus group questionnaire and 242 references. (KC)

ED 350 391 CE 061 914

Enhancing the Teaching and Learning Environment in the USSR. Annual Soviet-American Symposium on Teaching and Learning (2nd, Jacksonville, Florida, October 3-4, 1991). Special Publication Number 65.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Economic Development; Economics; Educational Environment; *Educational Needs; *Educational Strategies; Foreign Countries; Job Training; Postsecondary Education; Professional Education; Secondary Education; *Staff Development; *Technical Education; *Vocational Education
IDENTIFIERS- *USSR

This publication contains papers contributed by Russian educators at a symposium on preparing Soviet youth and adults for the challenges and opportunities of an emerging market economy. The following presentations are included: "Conception of Kazan Community College" (Mirza I. Makhmoutov, Oleg E. Liseitcnikov, and Viktor I. Lebedev); "Complex Didactic Subject Support" (Dilyara M. Shakirova); and "Strategies of Professional Education and Vocational Training Organizational Structure Development in the USSR and Technically Advanced Nations: Comparative Aspects" (Lily I. Gurije). Two commentaries also are included: "Socio-Psychological Approach to the Governance of the Pedagogical Staff in a Vocational School" (Rafail H. Shakurov) and "Problems of Staff Retraining for Small and Medium Businesses Converting to a Market Economy" (Valentin Kharitonov). (KC)

ED 350 392 CE 061 923

Heger, Kim; Goding, Cecile
Project LIVE (Literacy Implements a Vibrant Existence) Handbook.
PUB DATE- Aug 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Curriculum Development; Demonstration Programs; *Family Programs; *Literacy Education; *Parent Child Relationship; Preschool Education; Program Development; Program Guides; *Program Implementation; Student Recruitment
IDENTIFIERS- *Family Literacy; *Project LIVE SC

This handbook is designed to assist in duplicating Project LIVE (Literacy Implements a Vibrant Existence), a family literacy project. Its purpose is to share some ideas and methods of teaching family literacy. It begins with a description of a typical day at the project. Recruitment, interviewing and testing, evaluations, and graduation are discussed. Other project materials include a list of activities to get started, a children's room inventory, an adult classroom inventory, a

This booklet provides practical "how-to" information to federal employees on the implementation of Total Quality Management (TQM). The booklet is intended primarily for program officials who have begun to think seriously about or have already begun a TQM effort and want guidance on the training effort to support it. Background information on TQM is followed by a list of some key strategic decisions that should be addressed in the implementation plan. Evolving training needs of organizations at various stages of TQM implementation are discussed. Important issues that should be addressed in the training plan are summarized, including funding and assignment of employees to training. Issues are discussed that organizations should consider in phasing training throughout the organization: top management orientation, general organization awareness, and initial focus of indepth TQM training. Training subject areas and courses that many successful TQM organizations provide to meet education and training needs are summarized. A discussion follows of key principles and issues in managing, organizing, and arranging for the delivery of TQM training, including structuring training, selecting trainers, sources of external training, and organizing training staff. Evaluating the training effort is briefly addressed. Appendixes include information on Federal Quality Institute services and a 10-item bibliography. (YLB)

ED 350 410 CE 062 059

School to Employment Program (STEP) Jobs for Youth. Annual Report.
PUB DATE- 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Ancillary School Services; Basic Skills; Counseling Services; Dropout Prevention; *Dropouts; *Economically Disadvantaged; Education Work Relationship; Employer Attitudes; High Risk Students; Job Placement; On the Job Training; *Potential Dropouts; Program Effectiveness; Program Evaluation; Remedial Instruction; Remedial Programs; Secondary Education; State Programs; Statewide Planning; *Work Experience Programs; *Youth
IDENTIFIERS- *New York; *STEP Program NY

The School to Employment Program (STEP) provided job placement, training, counseling, and remediation for economically disadvantaged youth aged 14-21 who were at risk of dropping out of school or who had dropped out and were unprepared for employment. Its two major components were in-school and out-of-school programs. Youth in both programs were enrolled in educational activities and were assured of opportunity for work experience or on-the-job training. The 1991 program enrolled 2,700 disadvantaged youth in its 44 projects that operated throughout New York State: 1,417 in the in-school component and 1,283 in the out-of-school component. Sixty-nine percent of participants were minorities; 36 percent were welfare recipients. One-third of the out-of-school participants attained unsubsidized employment after the program; 14 percent of them obtained their General Educational Development diploma. Over 75 percent of in-school participants either remained in school or graduated. Participants in both components showed significant reading and math achievements. Over 95 percent of participants reported they planned to continue working, pursue additional training, or return to school. All employers indicated they would participate in the STEP program in future

NOTE- 148p.; For the program guide, see CE 062 109.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Education; *Aviation Mechanics; Postsecondary Education; Program Development; *State Standards; Technical Education; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the avionics maintenance technology program in Georgia. The standards are divided into the following categories: foundations, diploma/degree (philosophy, purpose, goals, program objectives, availability, evaluation); admissions, diploma/degree (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program sturcture, diploma/degree (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (NLA)

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ED 350 429 CE 062 111

Barbering Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 158p.; For the program standards, see CE 062 112.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Barbers; *Behavioral Objectives; Business Administration; Competency Based Education; *Cosmetology; *Course Content; Course Descriptions; Employment Potential; Entry Workers; Job Skills; Mathematics Skills; Postsecondary Education; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide presents the barbering program for technical institutes in Georgia. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (English, basic mathematics, and interpersonal relations and professional development); fundamental technical courses (barber/styling; barber/styling implements; science--sterilization, sanitation, and bacteriology; haircutting; shampooing; haircutting/styling; permanent waving and relaxing; hair color; and skin, scalp, and comment, and evaluative criteria. (YLB)

ED 350 447 CE 062 129

Masonry Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 122p.; For the program standards, see CE 062 130.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Apprenticeships; *Behavioral Objectives; Building Trades; Competency Based Education; Construction Materials; *Course Content; Course Descriptions; Employment Potential; Entry Workers; Job Skills; *Masonry; Postsecondary Education; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Georgia

This masonry program guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a masonry program. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (English, basic mathematics, interpersonal relations and professional development); fundamental occupational courses (introduction to masonry; basic bricklaying; masonry bonds and patterns; corners and leads; laying units to the line; pointing, cleaning, and caulking; blueprint reading and estimating); and specific occupational courses (footings, foundations, columns, and piers; wall construction; fireplaces and chimneys; ornamental masonry; masonry internship; tiling tools, equipment, and materials; surface preparation for setting tile; tile mortar mixes and application; laying out, cutting, and fitting tile; setting tile and accessories on floors and walls; grouting, cleaning, and curing tile). Each course consists of the following: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An equipment list is appended. (YLB)

ED 350 448 CE 062 130

Masonry Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 87p.; For the program guide, see CE 062 129.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Apprenticeships; Building Trades; Competency Based Education; Construction Materials; *Masonry; Postsecondary Education; *State Standards; Technical Education; Technical Institutes; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the masonry

Development; Rescue; Secondary Education; Statewide Planning; *Task Analysis
IDENTIFIERS- Georgia

This report provides results of Phase I of a project that researched the occupational area of emergency medical services (EMS), established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to train paramedics. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; State Technical Committee developmental recommendations; and project staff recommendations. Section 2 presents research findings: accreditation and certification; appropriate trade resources and sources, including references and textbooks, journals, and periodicals; and typical job titles. Program objectives are grouped into six divisions: prehospital, preparatory, trauma, medical, obstetrical/gynecological/neonatal, and behavioral. These objectives comprise 67 pages. Other contents include a tools and equipment list and staff and facilities recommendations. Appendixes include the Georgia Basic Emergency Medical Technician course outline; Georgia standards for program approval; and supplemental reference task list. (YLB)

ED 350 465 CE 062 150

Bachler, Mike; Sappe', Hoyt
Environmental Horticulture. Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Botany; Competency Based Education; Curriculum Development; Educational Equipment; Educational Research; *Educational Resources; *Horticulture; Instructional Materials; Job Analysis; Job Skills; *Nurseries (Horticulture); Occupational Information; Plant Growth; Plants (Botany); Postsecondary Education; Program Design; Program Development; Secondary Education; Statewide Planning; *Task Analysis
IDENTIFIERS- Georgia

This report provides results of Phase I of a project that researched the occupational area of environmental horticulture, established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to address the needs of the horticulture field. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; and State Technical Committee developmental recommendations. Section 2 presents research findings: accreditation and certification; appropriate trade resources and sources, including references and textbooks, professional organizations, and sources of additional information; and typical job titles. An occupational

ED 350 483          CE 062 207

Patton, Jan; Murray, Darlena
Business Office Clerical/Business Office Services. Simulations and Test Bank.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 444p.; For related "Teacher's Guide", see ED 337 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Clerical Occupations; Communication Skills; Competence; Competency Based Education; *Computer Assisted Testing; Course Content; Desktop Publishing; Filing; Item Banks; Job Skills; Keyboarding (Data Entry); Office Machines; *Office Occupations Education; *Office Practice; Postsecondary Education; Secondary Education; *Simulation; *Test Items; Word Processing
IDENTIFIERS- Texas

The first of two documents provides realistic simulated business activities that are coordinated with the curriculum guide for business office clerical/business office services courses. Simulations are included for five sections of the curriculum: word processing/proofreading, filing/data entry, desktop publishing, calculating machines, and written communications. Each simulation is based on working in a department in a fictional company. The simulations may serve as a culminating test or as additional activities to unite all concepts in that section of the curriculum. Brief instructions and a grading sheet are provided for the teacher at the beginning of each simulation. Most answers are provided. An office procedures manual for the fictitious company is included. The second of two documents is the paper copy of a computerized testing program for business office clerical/business office services courses, coordinated with the related curriculum guide. This manual contains the questions that are on the related data disks and additional questions, with answers. The test bank includes true/false, multiple choice, matching, fill in the blank, and essay questions; it also contains brief activities. The test questions are organized in five sections covering the following topics: keyboarding, filing, operating office machines, communicating effectively, and social implications of computers. A competency matrix follows each section, relating competencies for each unit to specific test questions. The manual also includes a list of data disks and files located on the disks, and copies of the essential elements and competencies covered in the curriculum. (KC)

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ED 350 484          CE 062 209

Mahaffey, Darlena; Patton, Jan
Microcomputer Applications. Curriculum Guide and Simulations and Test Bank.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 320p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test,

preparatory activities for high school students and it begins with the 9th grade. These topics are included: (1) introduction to planning and the decision-making process; (2) educational and occupational alternatives; (3) considerations in choosing a college; (4) types of academic preparation after high school; (5) self-inventory and examination; (6) the jobs most likely to succeed; (7) careers in the armed forces; (8) college entrance requirements; (9) college entrance tests; (10) a partial list of Texas colleges; (11) facts about the college entrance tests; (12) researching college characteristics; (13) the campus visit and college evaluation; (14) a college selection checklist; (15) the application process; (16) a college comparison worksheet; (17) sample letters to colleges; (18) financial aid and the application process; (19) military service academies; (20) a timetable for college-bound youth; (21) general references; and (22) reference sources for financial aid. A list of military service academies, letter of application to a military service academy, a timetable for college bound youth, a high school-to-college checklist, and general reference list of 26 items are also included. (ABL)

ED 350 504 CG 024 556

Albertus, Alvin D.; Bright, Larry K.
Beyond Empathy to Building a Plausible Economic Future.
PUB DATE- 18 Sep 92
NOTE- 22p.; Paper presented at the National Convention of the Association for Counselor Education and Supervision (San Antonio, TX, September 16-20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselors; *Counselor Training; Higher Education; *Human Relations; *Sociocultural Patterns; *Teacher Education; Teachers

The complexity of the global society and economy, and the resulting fracturing of social classes across the Midwest, the nation, and the world demand a significant expansion of the importance of human relations training courses for counselor education and for general teacher education. At the University of South Dakota at Vermillion the School of Education has committed to developing new goals for using new technologies and systems leadership theory for linking regional communities with a Central Plains Rural Human Resource and Economic Development Institute. The linkage of ideas, people, technologies, and resources focuses on providing midwesterners with the knowledge of the many-faceted and diverse global society in which the economic future is being forged. The potential for a leadership role for counselor educators, long committed to educating people about discrimination, is excellent in this model. As human relations training expands to address the economic and social contexts within which problem solving, conflict management, self-awareness, and social development occur, there will be ample opportunity for the renewal of professsional education curricula to occur on this base of knowledge. The conflicting national paradigms (U.S. supremacy versus U.S. global interdependence leadership) have kept the nation and the Midwest professional education community in turmoil for the past decade. One of these perspectives will have to dominate for progress to be made in the design of school and university curricula. (ABL)

ED 350 505 CG 024 557

Three Studies Supporting Self-Protective Mechanisms in Stigmatized Minority Adolescents.
SPONS. AGENCY- Wayne State Univ., Detroit, MI. Coll. of Urban, Labor, and Metropolitan Affairs.
PUB DATE- 15 Aug 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Attribution Theory; *Black Students; *Grade 7; *Grade 8; High Risk Students; Junior High Schools; Junior High School Students; *Locus of Control; *Self Concept; Self Esteem

Individuals who are stigmatized are people for whom others hold negative beliefs. In these three 1989 studies members of a stigmatized group were 7th- and 8th-grade adolescents, aged 14 and 15 years old, from a large urban midwestern African-American population. In the first study the Piers-Harris Children's Self-Concept Scale was administered to 196 African-Americans. Scores for this sample were significantly higher than the norms for the total self-concept score and for all six self-concept subscales. In the second study the Nowicki-Strickland Scale, a measure of internal-external locus of control was administered to 110 adolescent African-Americans. The results indicated that the African-American youngsters in this sample were more external in their beliefs about events which control their lives than the 1973 comparison group of Nowicki and Strickland. In the third study the Attributional Style Questionnaire was used to examine the use of externalization as a self-protective mechanism. The results showed that attributional style in response to positive events is significantly different than for styles in response to negative events. The three studies indicated that the global self-concept of these youngsters was significantly higher than reported norms; that they were more external in their beliefs about events which control their lives than reported norms; and that they view themselves as having more influence over positive life events than over negative life events. (ABL)

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ED 350 526 CG 024 580

Smith, Robert L.; Stevens-Smith, Patricia
Basic Techniques in Marriage and Family Counseling and Therapy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 15 Apr 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Techniques; Counselor Role; *Family Counseling; *Marriage Counseling
IDENTIFIERS- ERIC Digests

Counselors working in the areas of marriage and family counseling and therapy are expected to work effectively with couples and families experiencing a variety of issues and problems. Structural, strategic, and transgenerational family therapists may seem to be operating in similar manners, and it appears that many practicing family therapists go beyond the limited

Federal Government; *Government Role; Intervention; *Prevention

This guide describes promising programs, projects, and research that address the problem of juvenile alcohol and other drug abuse and lists sponsoring agencies and clearinghouses for further information. It is a comprehensive resource tool on the problem of alcohol and other substance abuse among juveniles, describing programs designed to increase public awareness of the problem; provide education and training to young people and their families, teachers and other adults who work with this population; and improve the ability of juvenile justice and human service agencies to combat drug abuse. It contains information about juvenile alcohol and other drug abuse prevention activities of several federal agencies. Names, addresses, and telephone numbers of persons to contact are provided for each program in the guide. Chapter 1 describes promising programs, projects, and research relating to juvenile alcohol and other drug abuse; chapter 2 focuses on available curricula, training, and technical assistance; and chapter 3 describes relevant publications. Information given in these chapters is organized by primary focus: prevention, treatment, or control. Chapter 4 describes national clearinghouses that offer information on research, programs, and publications and clearinghouses that provide services to hundreds of federal agency grantees. Chapter 5 describes the member agencies of the Coordinating Council and their mission, goals, and priorities. A detailed table of contents lists the names of programs in each chapter and three comprehensive indices list programs by title, target audience, and sponsoring agency. (NB)

ED 350 546 CG 024 600

Christensen, Orla J.
Internship Evaluation Packets.
PUB DATE- 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Training; *Doctoral Programs; Graduate Study; Higher Education; *Internship Programs; *Masters Programs

This document consists of four application/evaluation packets for Master's and Doctoral level counseling internships. All four packets contain descriptions of the aims and goals of the internship in counseling program, internship agreement forms, and daily log forms. In addition, the Intern's Evaluation Packet for M.A. Internship in Counseling, to be completed by the Master's level intern, includes a checklist of internship requirements; internship application and approval forms; internship schedules; self- and site-evaluation forms; a summary sheet; and a verification form. The Site Supervisor's Evaluation Packet for M.A. Internship, to be completed by field site supervisors for Master's level interns, also contains a cover letter to supervisors; instructions for the site supervisor; and generic and speciality evaluation forms. The Doctoral Internship--Intern's Evaluation Packet, to be completed by the doctoral student, includes an intern's checklist; application and approval forms; a letter to site supervisors; a schedule; an intern's evaluation form; an intern's rating of the internship site form; and a summary sheet of internship activities. The Doctoral Internship--Supervisor's Evaluation Packet, to be completed by field site supervisors of doctoral level interns, includes a letter to the supervisors and midterm and final evaluation forms. (NB) is a factor likely responsible for the significant increase in the experimental group's reading comprehension scores. (Three tables of data are included; 17 endnotes and an appendix of individual pretest and posttest scores are attached.) (SR)

ED 350 567 CS 011 046

Ericson, Britta, Ed.
Swedish Aspects on Literacy: Selected Papers from the IRA World Congress on Reading (13th, Stockholm, Sweden, 1990).
SPONS. AGENCY- Ministry of Education and Cultural Affairs, Stockholm (Sweden).; National Swedish Board of Education, Stockholm.
PUB DATE- 91
NOTE- 169p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Childrens Literature; Developing Nations; Dyslexia; Elementary Secondary Education; Foreign Countries; *Literacy; Parent Role; Reading Difficulties; *Reading Instruction; Reading Research; Writing for Publication; *Writing Instruction
IDENTIFIERS- *Sweden

This book presents articles that deal with literacy, both in a scientific, as well as in a practical and experiential way. Papers in the book are: "Opening Address" (Birgitta Ulvhammar); "Illiteracy: A Global Problem" (Eve Malmquist); "Swedish Cooperation with Developing Countries in the Field of Literacy" (Agneta Lind); "The International Literacy Year in Sweden--A Journey through a Changing Landscape" (Kenneth Abrahamsson); "A Decade of Reading Research in Sweden" (Ingvar Lundberg); "Who Takes the Second Chance?" (Staffan Larsson); "Reading Our Future--Swedish Policies for Adult Literacy, Work Transformation and Active Citizenship" (Kenneth Abrahamsson); "Weak Readers in the Swedish Upper Secondary School" (Margareta Grogarn); "Alphabeta-Varia-Some Roots of Literacy in Various Countries" (Egil Johansson); "I Have Reading and Writing Difficulties" (Eva Karlstrom); "The Parents' Role in Children's Literacy Development" (Berit Almqvist); "Coping with Dyslexia in a Literate Society--Working Strategies used by Students at Harnosand Folk High School" (Berit Ostman); "The Witting Method--A Method for Reading and Writing Instruction" (Ann-Catrin Akerman); and "Writing Books that Children Read" (Inger Sandberg). (RS)

ED 350 568 CS 011 047

Ericson, Britta, Ed.
Aspects on Literacy: Selected Papers from the IRA World Congress on Reading (13th, Stockholm, Sweden, 1990). Linkoping Studies in Education and Psychology No. 34.
PUB DATE- 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Children; Childrens Literature; Dyslexia; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; *Literacy; Reading Diagnosis; *Reading Difficulties; Research Methodology; *Vision
IDENTIFIERS- Andersen (Hans Christian); Lindgren (Astrid)

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; *College Students; Higher Education; *Literacy Education; Program Descriptions; Program Evaluation; *School Community Relationship; *Tutoring
IDENTIFIERS- Indiana; *Indiana University; *Student Literacy Corps; Volunteers in Tutoring Adult Learners

The Indiana University Student Literacy Corps was developed through an existing reading practicum course offered by the school of education through the Reading Practicum center; (2) tutors met or exceeded the time requirements of performing voluntary, uncompensated service each week of the academic term; (3) the corps provided a tutoring service that was supplementary to existing instructional services; and (4) tutors were placed in the Monroe County Public Library VITAL (Volunteers in Tutoring Adult Learners) program, in Martinsville (Indiana) in the Metropolitan School District program, in an alternative school in Columbus (Indiana) in a group home, and in the Adult Basic Education program of the Monroe (Indiana) County Schools. A table of data presenting tutor and tutee information, a sample tutee data sheet, and a course evaluation form are included in the report. Attached to the report are the tables of contents of the Language Practicum Manual, the Literacy Training Manual, the VITAL Program Management Guidelines; "Adult Basic Education: Reading," a guide to literacy instruction including an actual case study; "Adult Literacy: Context and Challenges," a perspective on Literacy; and the VITAL Guidelines. Also attached to the report is the VITAL Bibliography, a listing of all sources available through the VITAL program for tutoring. (RS)

ED 350 589 CS 011 072

Padak, Nancy D., Ed.; And Others
Literacy Research and Practice: Foundations for the Year 2000: Fourteenth Yearbook of the College Reading Association.
PUB DATE- 92
NOTE- 226p.; For volume 13, see ED 336 735.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Literacy; Case Studies; Elementary Secondary Education; Grouping (Instructional Purposes); Higher Education; Models; Portfolios (Background Materials); Preservice Teacher Education; Reading Comprehension; *Reading Instruction; *Reading Research; Sex Differences; Student Evaluation; *Theory Practice Relationship; Vocabulary Development; Writing Research; Writing Workshops
IDENTIFIERS- Emergent Literacy

This 1992 yearbook presents the following 26 articles: "Tensions between Numbers and Knowing: A Study of Changes in Assessment during Implementation of Literature-Based Reading Instruction" (P. L. Scharer); "Story Reading in Daycare: A Help or a Hindrance?" (F. K. Hurley); "Preservice Teachers' Reminiscences of Positive and Negative Reading Experiences: A Qualitative Study" (B. Moss); "Preparing Preservice Teachers for Remedial Instruction: Teaching Problem Solving and Use of Content and Pedagogical Knowledge" (V. J. Risko and others); "Rethinking the College-Based Reading Clinic: Past Traditions and New Alternatives" (J. Cassidy and M. L. Hanes); "Researching One's Own Teaching in a Reading Education Course" (L. Christensen and students, i.e.: workshops, scholarships, mentoring, and partnerships with businesses and universities. Fifty-five notes are included, and 43 references are attached. (RS)

ED 350 609          CS 213 542

Baghban, Marcia
What Happens to Children's Drawing?
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Washington, DC, March 26-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Art; *Freehand Drawing; Grade 1; Kindergarten; Parent Influence; Primary Education; *Student Attitudes; Student Motivation; *Writing Attitudes; Writing Research
IDENTIFIERS- *Childrens Drawings; New York City Board of Education

A study investigated why children's drawing becomes less flexible and less exploratory as the children age. Subjects, 92 students in two kindergarten and two first grade classrooms in two different public schools in Queens, New York, were interviewed about their feelings concerning drawing and writing. Each classroom was visited for 1 week each. Results indicated that: (1) all children had crayons and pencils available at home, but most had only lined paper available; (2) parents often gave positive comments about their children's drawing, but not about their children's writing; (3) 87% of the kindergarteners and 80% of the first graders said drawing was more fun than writing; (4) 72% of the kindergarteners and 77% of the first graders felt drawing was easier than writing; (5) 77% of the first graders and 54% of the kindergarteners agreed that drawing is faster than writing; and (6) 84% of the kindergarteners and 86% of the first graders selected writing as more important than drawing. Findings suggest that adults need to supply more of the "messy" materials to encourage experimentation in drawing; parents need to draw more in front of their children; parents must communicate that they care about writing in positive ways; and teachers must value drawing and convince parents of its importance. Children see drawing as a "baby" skill, which helps explain the loss of freshness and spontaneity in their art when they learn to write. (RS)

ED 350 610          CS 213 545

Olaye, Imafidon M.; Malandrino, Lynne E.
Contextual First Amendment Rights: Perceptions of Teachers and Administrators in the Age of Hazelwood.
PUB DATE- Aug 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Censorship; *Freedom of Speech; High Schools; *Principals; Private Schools; Public Schools; School Surveys; *Student Publications; *Teacher Attitudes
IDENTIFIERS- *Advisers; Advisor Role; *Hazelwood School District

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication (Thought Transfer); Comparative Analysis; *Critical Thinking; *Discourse Analysis; Higher Education; *Language Role; Semantics; Teaching Guides; Television Viewing; Theory Practice Relationship; Thinking Skills
IDENTIFIERS- Communication Strategies; *General Semantics Paradigm (Korzybski); In the White Mans Image; Native Americans; Natural Language Communication; *Paul (Richard)

By comparing Alfred Korzybski's and Richard Paul's approach to critical thinking, this paper presents a procedural example of how an individual can learn and develop expertise in human communicating. The paper offers various exercises beginning with select Korzybski general semantics communication theories and moving into critical thinking experiences. The approach outlined in the paper is suggested for students and faculty in classrooms as well as for persons who simply want to learn more about using general semantics and critical thinking as tools for observing, evaluating, and arriving at informed and fair judgments. The paper uses a PBS documentary, "In the White Man's Image" (about Native Americans) to point out how general semantics can be used in observing and analyzing, leading to more indepth critical thinking. To work out confusing and otherwise limiting symbolizing while communicating, the paper advocates using Paul's natural language approach aided by general semantics. The paper argues that selected general semantics devices can be used to counter what Paul sees as a weakness in Korzybski's overall theories. Nineteen references are attached. (NKA)

ED 350 631 CS 507 920

Ellis, B. G.
A Case Study of a Student-Run Advertising/Public Relations Agency: The Oregon State University Experience.
PUB DATE- Aug 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Case Studies; *Experiential Learning; Higher Education; *Job Skills; Mass Media; Program Descriptions; Public Relations
IDENTIFIERS- *Advertising Education; *Oregon State University

Perhaps the most important course in an advertising curriculum is the student-run agency. This paper describes a program instituted and carried out at Oregon State University from 1985 to 1989 which provided students with experiential training resulting in valuable real-client contact and strong portfolios, making students "hot commodities" on the job market. The agency was set up to offer course credit to student participants in two categories, one for account executives and their staff members, and the other for photographers, copy primarily a summative activity. The hallmarks of the supervisory process (collegiality, trust, and reflection) are incompatible with the characteristics of evaluation, which often involve legal mandates, role hierarchies, and concerns related to job security. This "bad marriage" of formative and summative responsibilities explains why neither is particularly done well in our schools. As Guthrie and Reed conclude, evaluation and supervision are more effective when performed by different individuals. The solution is for the principal to remain the summative evaluator and re-assign instructional supervision to the teacher, the teacher's peers, the district's supervisor specialist, and an outside program assessor/consultant. (MLH)

ED 350 650          EA 024 299

Maxcy, Spencer J.
Educational Leadership: A Critical Pragmatic Perspective.
  Critical Studies in Education and Culture Series.
PUB DATE- 91
NOTE- 216p.; Series edited by Henry A. Giroux and Paulo Freire.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
  Papers/Essays (120)
DESCRIPTORS- Critical Thinking; *Educational Administration; *Educational Change; *Educational Philosophy; Educational Policy; Elementary Secondary Education; Ethics; Interdisciplinary Approach; *Leadership; Leadership Responsibility; Moral Values; *Politics of Education; Public Schools; Social Problems; *Social Theories; Teacher Education; Value Judgment
IDENTIFIERS- Authority; Empowerment; *Pragmatism

An original reformulation of the meaning, potential, and practice of educational leadership, informed by notions of self and social empowerment, is provided. This book relies on a variety of theories derived from philosophic schools such as hermeneutics, critical theory, deconstructionism, and pragmatism. Arguments are presented in the following 10 chapters: (1) "Introduction: The Quest for Leadership"; (2) "Research on Leadership in Education"; (3) "Administrative Leadership, Democracy, and the Qualities of Philosophic Mind"; (4) "Educational Leadership and Policy"; (5) "Leadership and the Education of Young Children"; (6) "Moral Imagination and School Leadership"; (7) "Postmodernity and the Preparation of Educational Leaders for the Future"; (8) "Empowerment and Educational Leadership"; (9) "The Artist-Leader and the Problem of Design"; and (10) "Conclusions." The possibilities of leadership are expanded by addressing its relationship to authority and ethics, politics and power, and ideology and culture. The arguments set forth in this book build to the conclusion that what is needed in contemporary debates about school reform is the critically imaginative vision that sees leadership as a community effort to redesign schools for the maximization of the interests of the community. An index is appended. (Contains 305 references.) (MLF)

ED 350 651          EA 024 300

Benson, Lee; Harkavy, Ira
Progressing beyond the Welfare State.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 91
NOTE- 28p.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Cognitive Processes; *Cognitive Structures; Elementary Secondary Education; Foreign Countries; *Information Processing; *Principals
IDENTIFIERS- *Israel

This paper presents a research study that explored the nature of the cognitive preferences of school administrators. It offers insight into the school administrators' mode of information processing. The first of three sections concerns the informational centrality of school principals. Citations from the literature are used to present the ways administrators handle information. The second section gives background and discussion on cognitive preferences. The work of Heath (1964) and the development and modification of the Cognitive Preference Test provide the starting point for the study. The third section concerns the study of school principals' cognitive preferences. Discussed is the development of a Management Cognitive Preference questionnaire, its internal consistency, and its validation. The test was administered to 134 school administrators in Israel. The results were compared to those of previous studies to highlight similarities in the interrelationships among the different cognitive preferences. Tables include demographic information, the differences in cognitive preferences among school principals according to different role categories, intercorrelations of scores in cognitive preferences, and varimax factor analysis. Conclusions are tentative as the study is the first conducted with school administrators. (Contains 32 references.) (RR)

ED 350 670 EA 024 353

Tobias, Joyce M.
Schools & Drugs: A Handbook for Parents and Educators. Second Edition.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Intervention; *Parent School Relationship; *Prevention; *School Responsibility; School Safety; Substance Abuse

Although the problem identified drugs as the biggest problem facing toady's schools in the 1986 Gallup Poll Survey on education, only 16% of parents listed drugs. This handbook presents an action plan to overcome the denial of the drug problem in schools and a sets forth a comprehensive program to eliminate alcohol and other drugs from schools. In chapter 1, children relate their experiences of drug and alcohol use at school. Chapter 2 explains how drug use affects a school and why it continues. Steps in the formation of a community task force are described in the third chapter. The fourth chapter details the features of an effective substance abuse prevention program, and the final chapter describes the evolution of the Fairfax County (Virginia) Public School System prevention program and its revised regulations. A theme of the book is that the school is responsible for providing an alcohol- and drug-free environment, identifying users, and directing their families to support services. An extensive resource section is likely to promote advances in educational equity are discussed in this paper. The first sections briefly define restructuring and equity and examine three ethics that drive efforts to make schools more equitable: competitive/utilitarian, social justice, and caring ethics. A literature review examines measures that offer the most hope for enhancing equity. Current initiatives to restructure schooling fall into two areas: (1) fundamental changes in how learning, education, and schooling are conceived; and (2) specific changes in structures and learning processes in schools. One figure and 18 endnotes are included. (Contains 123 references.) (LMI)

ED 350 691 EA 024 379

Hallinger, Philip; McCary, C. E.
Developing the Strategic Thinking of Instructional Leaders. Occasional Paper No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Effectiveness; *Computer Simulation; Cost Effectiveness; *Decision Making Skills; Educational Administration; Elementary Secondary Education; *Instructional Leadership; Leadership Training; Models; *Principals; *Problem Solving; Theory Practice Relationship; Thinking Skills
IDENTIFIERS- *Strategic Thinking

Emerging research on instructional leadership is examined in this paper, with a focus on the new perspective on strategic thinking. The main theme is that research must address the reasoning that underlies the exercise of leadership rather than describe discrete behaviors of effective leaders. A computer simulation designed to facilitate the transfer from research to leadership practice is described. The simulation model asks aspiring principals to choose a combination of improvement strategies using research-based cost and benefit information. Outcomes of the simulation are discussed and suggestions are made for the design and delivery of administrative training and development. Appendices contain a description of the problem scenario, a list of school improvement strategies, a synopsis of research on a strategy, and an example of a cost-benefit strategy description. (Contains 44 references.) (LMI)

ED 350 692 EA 024 380

Marshall, Catherine
The Cultural Chasm between Administrator and Teacher Cultures: A Micropolitical Puzzle. Occasional Paper No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Educational Environment; Elementary Secondary Education; Instructional Leadership; Intergroup Relations; Leadership Qualities; *Organizational Climate; *Politics of Education; Power Structure; School Administration; *Teacher Administrator Relationship
IDENTIFIERS- *Micropolitics

which should focus on helping, rather than solely evaluating, new teachers. (Contains 24 references.) (LMI)

ED 350 713 EA 024 414

Dinham, Steve
Human Perspectives on Teacher Resignation: Preliminary Results of One Investigation.
PUB DATE- Jul 92
NOTE- 35p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; Foreign Countries; Job Satisfaction; *Labor Turnover; Models; *Teacher Attitudes; Teacher Burnout; *Teacher Employment; Teacher Morale; *Teacher Persistence; Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Australia (New South Wales)

Findings of a study that examined teachers' personal reasons for resigning are presented in this paper, which develops a model of teacher persistence. Interviews were conducted with 57 teachers who resigned from primary schools, and various regional and Head Office positions with the New Wales (Australia) Department of School Education during the 1991-92 school year. Findings suggest that teacher resignation results from teachers' reaching a critical point in their attitude toward teaching. Teacher attitudes toward teaching are influenced by the lack of teacher input for change, commitment to change, and support. The attitude toward teaching is shaped by a complex interplay of many factors, some of which are out of the control of teachers, schools, departments of education, and governments. The appendix contains the interview schedule, three figures, and two tables. (Contains 18 references.) (LMI)

ED 350 714 EA 024 415

Ogilvie, Doug
The Post-Managerial Hypothesis.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Philosophy; *Educational Theories; Foreign Countries; *Holistic Approach; Resistance to Change; *Theory Practice Relationship

This paper argues that the possibility of a radical alternative is rarely examined in educational administration theory. In assuming the need for managed organizations, most researchers and practitioners perpetuate the status quo. However, the efforts of de Chardin, Jung, Schumacher, Capra, and Steiner indicate that a unified, holistic paradigm is imminent. The paradigm views education not as a service industry for the poorly managed money-economy, but as an innate process of human development in a postmanagerial society. From this perspective, most of what is lauded today as educational excellence and administrative efficiency is objectionable. The "guardians of orthodoxy," especially those within universities and other current and future demographic characteristics of the United States population. The study stresses the importance of understanding demographic trends and their interrelationships in the effort to predict their potential influence on the special education population in the early decades of the 21st century. Characteristics and trends are identified for the following areas: age, wealth, ethnic composition, level of education, family structure, and regional population distribution. Interrelationships are discussed between: changing family structure and eventual participation of today's students in the workplace; poverty and the incidence of disabilities; increases in the minority population and special education; and increased numbers of older people and resource competition. Implications for education and special education include increased numbers of children with learning difficulties from impoverished or minority backgrounds; increased assumption by schools of responsibilities formerly carried by other social institutions; and increased needs for monetary resources for education. (Contains 42 references.) (DB)

ED 350 736 EC 301 542

H.U.G.S.: Helping Underachieving Gifted Students. A Guide to Implementation. A Research and Development Project, November 1990-June 1991.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Cultural Differences; *Economically Disadvantaged; *Gifted Disadvantaged; Grade 3; Individualized Programs; *Intervention; Primary Education; Student Development; *Underachievement
IDENTIFIERS- *HUGS Project OH; Springfield City Schools OH

This project sought to identify and assist third-grade underachieving gifted students in four elementary schools in Springfield, Ohio. The four schools chosen for the project demonstrated a significant discrepancy between ability and achievement test scores among higher ability students within their culturally/economically disadvantaged student population. Twenty-nine students were included in the Helping Underachieving Gifted Students (HUGS) project. The project priorities were to establish a process that would identify gifted potential in students with learning style or cultural/socioeconomic handicapping conditions that generally hamper achievement in the school setting, determine individual requirements to enable these students to function in the classroom at a level commensurate with their ability, and implement an intervention program for these students that would include activities to assist in improvement of school adjustment and achievement. Selected students met with the HUGS teacher each week to "fill in the gaps" between perceived student potential and actual achievement. Project components included individualized intervention plans, individual projects, mentoring, group activities, and field trips. Appendices (which comprise the bulk of the report) include a teacher position description, student identification checklist, evaluation data, and survey forms. A bibliography lists approximately 90 items for parents, students, and professionals. (JDD) management, affordable housing, accessible transportation, medical care, and employment opportunities. Eight recommendations are offered, along with four suggested areas of further research. The study concludes that the Concerns Report Method could be effectively used, with some modifications. (Contains 12 references.) (JDD)

ED 350 755 EC 301 562

Marshall, Catherine A.; And Others
The Replication of a Model for Determining Community-Based Needs of American Indians with Disabilities through Consumer Involvement in Community Planning and Change: Minneapolis-St. Paul, Minnesota. Executive Summary.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 13p.; For related documents, see ED 301 561 and ED 333 609.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Change Strategies; *Disabilities; *Human Services; Incidence; Interviews; Models; *Needs Assessment; Participatory Research; Planning; *Rehabilitation; *Urban American Indians; Urban Areas; Vocational Rehabilitation
IDENTIFIERS- Minnesota (Twin Cities)

Interviews were conducted with 127 American Indians with disabilities living in the Minneapolis-Saint Paul metropolitan area in Minnesota. This executive summary briefly describes the research process, emphasizing that American Indians were involved in designing the project, and reports the study results. Graphs and tables indicate tribal affiliation of interviewees, disabling conditions, and services needed but not received. The summary also outlines functional limitations, educational level, and annual income. Service concerns expressed by American Indians at a public meeting are noted. Ten recommendations are presented, focusing on cultural awareness, outreach, vocational rehabilitation, employment opportunities, education regarding legal rights, self-advocacy, transportation, and other issues. (JDD)

ED 350 756 EC 301 563

Lonetree, Georgia L.
Follow-Up on the Effectiveness of Tribally Operated Vocational Rehabilitation Projects. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 75p.; For the third-year follow-up report, see EC 301 564.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; *Disabilities; Federal Legislation; Federal Programs; Followup Studies; *Needs Assessment; Program Administration; *Program Effectiveness; Rehabilitation Programs; Technical Assistance; *Training; Tribes; *Vocational Rehabilitation
IDENTIFIERS- Rehabilitation Act 1973

A follow-up study of 15 project offices (involving 50 administrative and support staff responses) was conducted to

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Change Strategies; Curriculum; *Disabilities; Educational Change; Educational Philosophy; *Educational Policy; Elementary Secondary Education; *Institutional Mission; Organizational Development; Role of Education; *School Restructuring; Special Education; Staff Development; Teaching Methods

This document examines the restructuring of local schools and how restructuring can involve students with disabilities and the special education programs that serve them. The document is designed to create awareness of the issues related to restructuring and programs for students with disabilities and puts forth options for reconsidering and restructuring special education programs. The issues and the options are summarized within five critical areas: (1) develop a clear vision and mission for education that includes all students; (2) establish a system of accountability for all educational programs; (3) create an organization that supports the mission of restructuring; (4) change what schools teach and how they teach it; and (5) create supports for staff development and staff renewal. The options for developing a clear vision include establishment of a unified system, inclusive or heterogeneous schools, or a separate program identity with a continuum of placements. Establishing a system of accountability involves the option of developing unified outcomes or differentiated outcomes. Two options for creating an organization that supports the restructuring mission include centralized administration of programs and services or school-based management of programs. Schools could change what they teach and how they teach it by offering a unified curriculum or by offering separate or alternative curricula. Staff development in a restructured workplace is recommended to support staff renewal. Each policy option is accompanied by specific policy strategies, examples, and implications for adoption. (JDD)

ED 350 775 EC 301 586

Arcia, Emily; Gallagher, James J.
Parity or Equity. Can We Even Tell?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Black Students; *Data Collection; Demography; *Disabilities; *Early Intervention; Educational Legislation; *Educational Policy; Ethnic Groups; Federal Legislation; Minority Groups; Preschool Education; Program Implementation; Rural Areas; Rural Education; School Policy; State Programs; *Student Characteristics; Young Children
IDENTIFIERS- African Americans; *Individuals with Disabilities Education Act Part H

A random sample of 16 coordinators responsible for implementation of Part H of the Individuals with Disabilities Education Act were interviewed to determine if state data systems will be in a position to assist in monitoring service goals and in

emerging, though over time, users appeared to be slightly more submissive, hostile, and impulsive than non-users. Results indicate that people with disabilities adjust in various ways over time, that there is developmental growth, and that psychological factors are important in the understanding of short-term and long-term adjustment. (Contains 13 references.) (JDD)

ED 350 796　　　　EC 301 609

Webb, Gertrude M.
Tuning in to Learning. Third Edition.
PUB DATE- 91
NOTE- 139p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Style; *Dropout Prevention; *High Risk Students; Learning Modalities; Learning Problems; *Learning Processes; *Learning Strategies; Secondary Education; *Self Concept; Self Evaluation (Individuals)

This document presents a series of seven notebooks written to assist students at risk of becoming school dropouts due to learning problems. The notebooks explain what learning is, the student's role in the learning process, tools available to learners, how a particular student may learn best, which areas of learning need to be strengthened, and learning strategies. The notebooks are based on learning research findings from the Program for Advancement of Learning which was begun at Curry College in Milton, Massachusetts. The notebooks are titled "How I Prefer To Learn," "My Brain," "My Self," "The Tools Which Help Me Learn," "My Learning Profile," "Strategies To Empower My Learning," and "Where I've Been, Am, and Am Going." The notebooks contain background information, self-evaluation activities, and learning activities. Sample activities include self-assessment of learning styles, academic skills, and brain hemisphere functioning; tables to organize tasks to be completed; time management tools; and use of mnemonics. (JDD)

ED 350 797　　　　EC 301 610

Guidelines for School Vision Screening Programs. 2nd Edition.
PUB DATE- Sep 91
NOTE- 30p.; Project was supported and funded by the Adolph Coors Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Program Development; Program Implementation; Records (Forms); Referral; *Screening Tests; Staff Role; Vision; *Vision Tests; *Visual Impairments
IDENTIFIERS- Colorado

These Colorado guidelines explain the purpose of vision screening programs in schools and draw a distinction between screening and a screening program. They outline types of screening to be carried out for students at each grade level. Screening procedures are then described in detail, including: history and external observations, distance visual acuity, plus lens, near

Robert Gaylord-Ross) examines social support in the form of coping assistance as a way for developmentally disabled adults to face the transitional stressors of moving from a sheltered or home environment into a more independent community setting. The paper also discusses support networks, functions, facilitators, and intervention components. (JDD)

ED 350 815 EC 301 643

Villa, Richard A.; And Others
Restructuring for Caring and Effective Education: An Administrative Guide to Creating Heterogeneous Schools.
PUB DATE- 92
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Case Studies; *Change Strategies; *Disabilities; Educational Change; Educational Cooperation; *Educational Philosophy; Educational Policy; Educational Quality; Elementary Secondary Education; *Heterogeneous Grouping; Mainstreaming; *Regular and Special Education Relationship; School Effectiveness; *School Restructuring; Teamwork

This collection of papers offers advice on restructuring education to create heterogeneous schools, with the goal of creating happy, comfortable, and successful learning environments for all the children and adults who learn and teach in them. Section I, titled "A Rationale for Restructuring and the Change Process," contains the following papers: "On Swamps, Bogs, Alligators, and Special Educational Reform" (James H. Block and Thomas G. Haring); "The Need To Belong: Rediscovering Maslow's Hierarchy of Needs" (Norman Kunc); "Creating Caring School and Classroom Communities for All Students" (Daniel Solomon and others); "The Quality School" (William Glasser); "Collaborative Teams: A Powerful Tool in School Restructuring" (Jacqueline S. Thousand and Richard A. Villa); and "Restructuring Public School Systems: Strategies for Organizational Change and Progress" (Richard A. Villa and Jacqueline S. Thousand). Section II, titled "Heterogeneous Schooling at Work," includes: "The Franklin Northwest Supervisory Union: A Case Study of an Inclusive School System" (Richard Schattman); "Full Inclusion at Helen Hansen Elementary School: It Happened Because We Value All Children" (H. James Jackson); "Saline Area Schools and Inclusive Community CONCEPTS Collaborative Organization of Networks: Community Educators, Parents, the Workplace and Students " (Anne Kaskinen-Chapman); "New Brunswick School Districts 28 and 29: Mandates and Strategies That Promote Inclusive Schooling" (Gordon Porter and Jean Collicott); "The Waterloo Region Catholic School System" (George J. Flynn and Maureen Innes); and "The Winooski School System: An Evolutionary Perspective of a School Restructuring for Diversity" (George C. Cross and Richard A. Villa). Part III, "Supports for Heterogeneous Schooling," provides: "State Departments of Education: Instruments of Policy, Instruments of Change" (Richard P. Mills and Marc E. Hull); "Preparing Leaders for Inclusive Schools" (Joanna Dee Servatius and others); and "Building Community Support for Restructuring" (Marilyn R. Wessels). The final section, called "Final Thoughts about Heterogeneous Schooling," contains "Concerns about Full Inclusion: An Ethnographic Investigation" (William Stainback and others); "Beyond the Least Restrictive Environment" (Stanley L. Witkin and Lise Fox); "Inclusive Thinking about Inclusive Schools" (Mara Sapon-Shevin); and "Learning from Children in Blended Families (Mara Sapon-Shevin). In comments

DESCRIPTORS- Basque; Black Dialects; Brain Hemisphere Functions; Consonants; Contrastive Linguistics; Conversational Language Courses; Dictionaries; English; Experiential Learning; Foreign Countries; *French; Interpreters; Interpretive Skills; *Language Patterns; Language Research; Languages for Special Purposes; *Language Variation; Linguistic Borrowing; Linguistic Theory; Neurological Organization; *Phonology; Reading Comprehension; Reading Processes; *Regional Dialects; Second Language Learning; Spanish; Speech Synthesizers; Suprasegmentals; Syntax; Technical Writing; Uncommonly Taught Languages; Verbs; Vocabulary
IDENTIFIERS- *French (Canadian); Georgia

Papers on French linguistics, most in French, address the following topics: micro structural treatment of regionalisms in three French dictionaries; effects of the use of Quebec French on the intelligibility of synthesized speech; reading comprehension as a constructive process; acoustic markers of the utterance in Quebec French; constraints and phonological alternations in the French lexicon; second language learning in the Basque Country: Euskera, Basque language, versus foreign languages; an experiential approach to a second language conversation course; the ambisyllabic quality of intervocalic consonants in Quebec French; brain hemisphere preference and treatment of information by the interpreter; expression of scientific facts, through use of verbs, in several specialized texts; an onomastic approach to differential analysis of counter-argumentative connectors in French, English, and Spanish; a model for understanding literal and non-literal language with a common language mechanism (paper in English); moraic theories and syllabic structures; phonological tendencies as indications of a dynamic synchrony in the Black English spoken in Georgia; and phonological constraints and English loan words in Quebec French. (MSE)

ED 350 834          FL 020 589

Czech Basic Course.
PUB DATE- 92
NOTE- 997p.; Tapes are not available to the public.
LANGUAGE- English; Czech
EDRS Price- EDRS Price - MF07/PC40 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Class Activities; Classroom Techniques; Communication Skills; *Czech; Daily Living Skills; Dialogs (Language); Grammar; Instructional Materials; *Introductory Courses; Lesson Plans; Pronunciation Instruction; Second Language Instruction; Second Language Learning; Skill Development; Uncommonly Taught Languages; Vocabulary Development

This introductory Czech text is based on principles emphasizing development of basic communication skills. Speech samples reflect practical language spoken in everyday situations. The text is designed to be used by American foreign service professionals in foreign countries and to be accompanied by videotapes (unavailable to the public). The text consists of 26 lessons organized in four segments, each ending with a review lesson. Lessons consist of lists of communication and grammar goals for the lesson, additional material to be used, explanation of the listening activity, other activities in some lessons, a sample dialogue and related exercises, a brief narrative and exercises, pronunciation drills, grammar notes, brief readings, and a vocabulary list. An introductory section suggests a sequence of activities for teaching the lessons and provides a lesson and page index to grammatical structure.

ended questionnaire, was administered in 1988 and 1989. The first part, the Chinese Values Survey, was designed to examine cultural values from an Eastern rather than a Western perspective. Responses were analyzed at three levels: group (culture); demographic (student characteristics such as age, gender, and major); and individual. The second part, a questionnaire on attitudes toward English language learning and teaching, was offered in both English and Chinese. Results indicate the students rank knowledge (education), trustworthiness, and self-cultivation above other values. Attributes least valued include having few desires, being non-competitive, moderation, and being conservative. Subjects ranked the four language skills in this descending order of confidence: reading, speaking, listening, and writing. Study methods found most popular and perceived as most effective included practice, use, independent study, reading, listening, and memorization. Students' opportunities for English use outside the classroom, anticipated future use of the language, and skill areas needing improvement most were also investigated. Variations in response according to gender, age, and major are examined and additional information gathered from open-ended responses is discussed. (MSE)

ED 350 857 FL 020 687

Lafayette, Robert C.; Zephir, Flore
Haitian Creole via Total Physical Response; An Introduction.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Cultural Awareness; Grammar; *Haitian Creole; Instructional Materials; *Introductory Courses; Listening Skills; Reading Skills; Second Language Learning; Skill Development; Speech Skills; Teaching Methods; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Total Physical Response

The instructional materials for introductory instruction in Haitian Creole are designed for use with the Total Physical Response method of second language teaching, with priority placed on listening comprehension before production and on internalization of physical activities during use of the language. The text consists of 24 chapters targeting basic oral command of the language and some reading experience. Each chapter consists of five sections: reentry material, two sets of new material, and a section providing novel activities and language uses following each set of new material. An introductory section describes the method and materials and suggests specific classroom techniques and procedures, related to the materials, for teachers. A thematically grouped vocabulary list is provided after each group of five chapters, and brief, basic grammar notes intended for reference use if desired are appended. (MSE)

ED 350 858 FL 020 688

A Student's Dictionary of Modern Nepali. Final Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 11 Mar 87
NOTE- 52p.

sample budget, information on staff and volunteers, and rules to discuss with students. The next section deals with the participating children and contains a preschool schedule, a preschool curriculum, information on modeling activities and recall/circle time, and a list of PACT (Parents and Children Together) Time activities. The following section on the adult participants includes an adult schedule, an adult curriculum, information on a teacher's aide vocational program to incorporate job training, and information on setting up a school meal program. Appendixes include samples of report cards, certificates of completion, and a newsletter. (YLB)

ED 350 393 CE 061 981

Territory of Guam Performance Measures & Standards for Vocational Education.
PUB DATE- 18 Sep 92
NOTE- 8p.; In compliance with Public Law, 101-392.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adult Education; *Job Placement; Labor Market; *Performance Factors; Postsecondary Education; *Reading Achievement; Secondary Education; Special Needs Students; *Standards; *Vocational Education; *Wages
IDENTIFIERS- *Guam

This brief document describes a system of performance measures and standards for secondary and adult vocational education programs that determine Guam Community College's vocational program outcomes. The three components of the system are academic competency measures and standards, labor market measures and standards, and special needs accessibility measures and standards. For each component are listed the objective(s), one or more measures, the standard for each measure, and the instrument used for measurement. Academic measures determine outcomes in the acquisition of reading skills through pre- and posttest reading level measures at the secondary and postsecondary levels. Labor market measures/standards determine the vocational program completion rates of vocational graduates in their specialty areas and determine wage rates of vocational graduates in relevant areas. The three labor market measures/standards are vocational program completion rate measure (secondary), wage rate measure (secondary), and wage rate measure (postsecondary). Special needs accessibility measures and standards determine the placement rate of special needs students entering the job market. A glossary defines the terms used. (NLA)

ED 350 394 CE 061 983

Literacy/Alphabetisation, 1991-92.
PUB DATE- 92
NOTE- 154p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; Educational Policy; Educational Research; Foreign Countries; Illiteracy; *Learning Disabilities; *Literacy Education; National Programs; Public Policy; Special Education; Whole Language Approach
IDENTIFIERS- *Canada

years. (Appendixes amounting to over two-thirds of the report include a listing of program sites, testing procedures and formats, and individual program descriptions.) (YLB)

ED 350 411 CE 062 060

Harris, Jules
Youth Work Skills Program. Annual Report.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Career Exploration; Curriculum Development; *Economically Disadvantaged; Educational Innovation; Employer Attitudes; Job Placement; *Job Skills; *Out of School Youth; Postsecondary Education; *Remedial Instruction; Remedial Programs; Secondary Education; State Programs; Statewide Planning; Student Attitudes; Student Placement; *Work Experience Programs; Youth Programs
IDENTIFIERS- *New York

The Youth Work Skills Program provided basic skills remediation, support services, and subsidized or unsubsidized work placement to out-of-school, economically disadvantaged youth aged 16-21 with demonstrated reading scores at or below the fifth-grade level. The program had three phases: basic education/vocational and career exploration, basic education/work experience, and placement with continued supportive services. Of 455 participants, 82 percent were Black, 11 percent Hispanic, and 7 percent White. Seventy-five percent stated the program helped them decide on a career plan. Participants showed a grade gain of 1.5 for reading and a grade gain of 1.2 for math. Work Skills participants achieved statistically significant pre-post gains on the World of Work tests. Ninety-eight percent of participants reported they planned either to continue working, pursue additional training, or return to school; 99 percent would recommend the program to friends. Ninety-eight percent of employers indicated they planned to continue their program participation. Nearly 70 percent of participants experienced a positive activity, such as returning to school, getting a job, or enrolling in other training. (An appendix lists program sites and offers highlights of the elements of curriculum innovation found in each program.) (YLB)

ED 350 412 CE 062 080

Brustein, Michael
AVA Audit Handbook. Avoiding Audit Liability under the 1990 Perkins Act.
PUB DATE- 92
NOTE- 264p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adult Education; *Audits (Verification); *Compliance (Legal); Costs; Educational Legislation; *Federal Legislation; *Federal Regulation; Grants; Measurement Techniques; Postsecondary Education; Program Administration; Recordkeeping; Secondary Education; *Vocational

hair); and specific technical courses (shaving; science--anatomy and physiology; haircutting/styling; permanent wave and relaxer application; skin, scalp, and hair; facials and facial treatment procedures; therapeutic electrical devices; practicum/internship; and salon/shop management. Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An appendix to the guide lists equipment needed for the program. (NLA)

ED 350 430          CE 062 112

Barbering Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 87p.; For the program guide, see CE 062 111.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Barbers; Competency Based Education; *Cosmetology; Postsecondary Education; Program Development; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the barbering program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (NLA)

ED 350 431          CE 062 113

Biotechnology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 125p.; For the program standards, see CE 062 114.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Biochemistry; *Biological Sciences; Biology; *Biotechnology; Chemistry; Competency Based Education; *Course Content; Course Descriptions; Employment

program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

ED 350 449 CE 062 131

Medical Assisting Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- Mar 90
NOTE- 128p.; For the program standards, see CE 062 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; *Behavioral Objectives; Clinical Experience; Competency Based Education; *Course Content; Course Descriptions; Employment Potential; Entry Workers; Job Skills; Keyboarding (Data Entry); *Medical Assistants; Medical Record Administrators; Office Practice; Pharmacology; Physiology; Postsecondary Education; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a medical assisting program. The program guide is designed to relate primarily to the development of those skills needed by individuals in the medical assisting field, such as medical law and ethics, typing, medical terminology, pharmacology, medical administrative procedures, and medical assisting skills. The General Information section contains the following: an introduction giving an overview and defining purpose and objectives; a program description, including admissions requirements, typical job titles, and accreditation and certification statement; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections describe the courses under the following categories: (1) General Core Courses (English, basic mathematics, psychology); (2) Fundamental Occupational Courses (anatomy and physiology, medical terminology for allied health science, keyboarding/typewriting, office procedures, medical law and ethics, pharmacology); and (3) Specific Occupational Courses (medical administrative procedures I and II, medical assisting skills I and II, human diseases, maternal and child duty and task list is comprised of seven duties: performing administrative functions, preparing soil and growing media, propagating horticultural plants, growing plants, performing equipment/structure maintenance operations, harvesting plants, and performing sales. Other contents include a tools and equipment list and staff and facilities recommendations. (YLB)

ED 350 466 CE 062 151

Sappe', Hoyt; Squires, Sheila S.
Instrumentation Technology. Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Education; Curriculum Development; Educational Equipment; Educational Research; *Educational Resources; Electronics; Electronic Technicians; Engineering Education; *Engineering Technicians; Engineering Technology; Equipment Maintenance; Instructional Materials; Instrumentation; *Instrumentation Technicians; Job Analysis; Job Skills; Occupational Information; Postsecondary Education; Program Design; Program Development; Secondary Education; Statewide Planning; *Task Analysis; Technical Education; Troubleshooting
IDENTIFIERS- Georgia

This report provides results of Phase I of a project that researched the occupational area of instrumentation technology, established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to train instrumentation technicians. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; and State Technical Committee developmental recommendations. Section 2 presents research findings: accreditation and certification; list of typical job titles; and appropriate trade resources and sources, including references and textbooks, audiovisuals, curriculum materials, periodicals, safety manual, standards and recommended practices, test materials references, and sources of additional information. A verified occupational duty and task list is comprised of 27 duties, including AC and DC circuit theory application; matter; shop practices; safety; hand tools; blueprints, schematics, drawings; technical writing; electronic, hydraulic, pneumatic, and thermal test instruments; troubleshooting; and servicing equipment, systems, and measuring instruments. Other contents include staff and facilities recommendations. (YLB)

ED 350 467 CE 062 152

Kirkpatrick, Thomas; Sappe', Hoyt
Sheet Metal Contract. Project Report Phase I with Research Findings.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Business Education; Competence; Competency Based Education; *Computer Assisted Testing; *Computer Oriented Programs; Computer Software; Course Content; Educational Resources; Item Banks; Job Skills; *Microcomputers; Postsecondary Education; Secondary Education; *Spreadsheets; State Curriculum Guides; *Word Processing
IDENTIFIERS- Texas

This document consists of a curriculum guide combined with separately published "simulations" and "test bank" volumes designed to support instructors using the curriculum guide. The curriculum guide was developed to provide instructional materials to teachers of microcomputer application courses in Texas. The guide contains the following seven sections: (1) essential elements; (2) suggested scope and sequence for a full year course and a half year course; (3) student competencies for the course; (4) an outline of the course content; (5) suggested teacher activities; (6) a list of needed equipment; (7) a competency checklist; and (8) descriptions of special products related to the course, such as test banks, office education simulations, and other related instructional material, both paper copy and computer software. The following topics are covered in the curriculum: introduction to microcomputers, word processing, information management, electronic spreadsheets, information processing tools, integration of applications, and social implications of computers. (KC)

ED 350 485          CE 062 212

Peace, Betty; Patton, Jan
Office Support Systems. Curriculum Guide and Simulations and Test Bank.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 534p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clerical Occupations; Communication Skills; Competence; Competency Based Education; Computer Oriented Programs; *Computer Simulation; Computer Software; *Course Content; Educational Resources; Filing; Item Banks; Job Skills; Keyboarding (Data Entry); Lesson Plans; *Microcomputers; Money Management; *Office Occupations Education; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; *Test Items; Word Processing
IDENTIFIERS- Texas

This document consists of a curriculum guide combined with separately published "Simulations" and "Test Bank" volumes designed to support instructors using the curriculum guide. The curriculum guide was developed to provide instructional materials to teachers of office support systems courses in Texas. The guide contains the following : (1) essential elements; (2) suggested scope and sequence; and (3) an outline of the course content with suggested lesson plans for each unit, including suggested teacher activities and resources. Three appendixes include reference addresses, an equipment list, and suggested modifications of the course for students with disabilities. The following eight topics are covered in the curriculum: introduction to office support systems,

My Passport to the World of Work. Student Workbook and Teacher Guide.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; Careers; *Elementary Education; *Elementary School Students; Self Concept; Self Evaluation (Individuals)

This curriculum guide and workbook for grades one through six focus on self-understanding and career awareness. Eight pages are included in the student workbook. The title page helps students to become aware of the Canada Career Week symbol. The second page asks students to compile a personal profile. The third page asks students to identify personal interests and the fourth asks students to identify individual abilities and relate them to a positive self-concept. The fifth page focuses on helping students to recognize that personal skills learned now can be used in their future world of work. The sixth and seventh pages ask students to identify personal work roles at school and at home. The eighth page focuses on helping students to become aware of specific careers. The teacher guide lists objectives, activity suggestions, and evaluation questions for each page. (ABL)

ED 350 506 CG 024 558

Rosenbaum, Carol
Counseling Strategies To Help Children Cope with the Stress of Living in Homes with a Chemically Dependent Parent.
PUB DATE- 92
NOTE- 53p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Alcoholism; Coping; *Counseling Effectiveness; *Counseling Techniques; Elementary Education; *Elementary School Students; Family Problems; *School Counseling; Self Esteem; Teacher Education

This practicum in an elementary school attempted to provide adaptive strategies to children of alcoholic parents so that they would be able to cope effectively with their family problems. It also attempted to develop self-esteem in these children and to help them to recognize their strengths. Biweekly counseling sessions were designed to teach coping mechanisms and to provide support. Drug and alcohol education was taught to the students and staff. Through games, discussion, poetry, music, and art children learned about feelings, defenses, and choices. The group was limited to 10 to 15 students. Children were encouraged to explore typical teenage problems and ways to overcome them. Parents were invited to get involved. Data was collected before, during, and after the counseling sessions. Outcomes of the practicum were very encouraging. Teachers reported that they had more knowledge of the problem and would seek help for their students. Data showed that students achieved a more positive self-image. Staff made use of substance abuse materials and parental communication increased. The results confirmed that counseling mechanisms could reduce stress for the child raised number of techniques usually associated with a single theoretical position. A variety of counseling techniques are available to help the family therapist mobilize the family and promote change. Examples of techniques that family therapists practice include the genogram; the family floor plans; reframing; tracking; communication skill-building techniques; family sculpting; the use of family photographs; helping families set aside special days, mini-vacations, or special outings; the empty chair technique; family choreography; family council meetings; strategic alliances; prescribing indecision; and putting the client in control of the symptom. Counselors can take these techniques and customize them according to the presenting problems they are handling. Creative judgment and personalization of application are encouraged. (NB)

ED 350 527 CG 024 581

Brammer, Lawrence M.
Coping with Life Transitions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 15 Apr 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adjustment (to Environment); *Change; *Coping; *Life Events
IDENTIFIERS- ERIC Digests; *Life Transitions

A transition is a short-term life change characterized by a sharp discontinuity with the past. Examples of transitions include job changes, marriages, births, divorces, death, vacations, and relocation. Transitions can be either positive or negative, voluntary or involuntary, on-time or off-time. Life transitions can be viewed by using metaphors from classical literature. Counselors can help clients to view their transitions in terms of personally meaningful metaphors and as significant learning events on their lifelines. Another way to characterize a life transition is through the social interaction model in which a transition is examined in regard to how the person appraises the event, the nature of the transition itself, coping resources, and the personal characteristics of the person and environment. A third way to view transitions construes the transition as a process of fairly predictable stages that overlap one another. Coping attitudes and skills can help individuals adjust to the transitions in their lives. The key goal for counselors is to teach clients the skills needed to conceptualize the nature of their transitions and the skills to cope with various stages in the process. The anticipated outcome is client self-management. (NB)

ED 350 528 CG 024 582

Gladding, Samuel T.
The Expressive Arts in Counseling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 30 Jun 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

ED 350 547 CG 024 601

MCH Program Interchange. Focus on Adolescent Substance Abuse.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Aug 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Intervention; *Prevention; *Smoking; *Substance Abuse

This issue of the Maternal and Child Health (MCH) Program Interchange provides information about selected materials and publications related to adolescent substance abuse. Its intent is to facilitate the exchange of information between those concerned with substance abuse at the federal, state, and local levels, within both the public and private sectors. Catalogs, handbooks, reports, and resource guides from state and local agencies are listed alphabetically by state and include short annotations and information on whom to contact for copies of the publications and further information. Similar information is provided for reports, directories, workshop proceedings, manuals, handbooks, curriculum models, guides, catalogs, and fact sheets available from federal agencies and for order forms, newsletters, policy memoranda, guides, reports, and special journal issues from educational, voluntary, and professional organizations. Also included are descriptions and contact information for materials from MCH special projects of regional and national significance, other selected materials, and announcements and brief descriptions of continuing education opportunities and other events related to MCH. (NB)

ED 350 548 CG 024 602

DES Education and Research Amendments of 1992. Report to accompany H.R. 4178. House of Representatives, 102D Congress, 2d Session.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Use; Federal Legislation; *Pregnancy; *Prenatal Influences; *Public Health
IDENTIFIERS- Congress 102nd; *DES Education and Research Amendments 1992; *Diethylstilbestrol

This document is a Congressional report about a proposed amendment to the Public Health Service Act to provide for a program to carry out research on the drug diethylstilbestrol (DES), to educate health professionals and the public on the drug, and to provide for certain longitudinal studies regarding DES. The amendment itself is presented in the document, followed by a discussion of the purpose and summary of the amendment and a brief report on the background and need for such legislation. These opening sections explain that DES was a drug prescribed to approximately five million pregnant women between 1941 and 1971 in the United States and that studies conducted during the 1970s have demonstrated that the drug damages the reproductive systems of the children of the women who were prescribed DES and may increase the risk of breast cancer in the women themselves. Other sections of the report

This book offers eight papers presented by specially invited delegates. The papers and their authors are as follows: "Dyslexia and Its Consequences in the Life of Dyslexics" (Hanna Jaklewicz); "Visually Related Reading Problems--Diagnosis and Treatment" (Ivar Lie); "How to Prevent Vision Problems among Children in China" (Chengfen Zhang); "Four Meanings of 'Meaning' and Reading Achievement of 'Good' and 'Bad' Pupils" (Joanna Rutkowiak); "Scientific and Methodological Requirements to the Literature for Adult Education" (Zaitsev Yuri); "The Idea of Childhood in Astrid Lindgren's Early Stories" (Hieronim Chojnacki); "Notion of Goodness and Evil in 'Fairy Tales and Stories' by H. C. Andersen in the Light of Contemporary Christian Theodicy" (Magdalena Lipinska); and "Test Measuring of Tropes Understanding in Teaching English as a Second Language" (Hristo Kaftandjiev and Fely Stoyanova). (SR)

ED 350 569 CS 011 048

Malmquist, Eve, Ed.
Women and Literacy Development in the Third World. Papers Presented at an International Seminar on Women and Literacy Development--Constraints and Prospects (Linkoping, Sweden, August 1991).
SPONS. AGENCY- Swedish International Development Authority (SIDA).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 92
NOTE- 379p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Females; Foreign Countries; *Literacy; *Sex Bias; *Sex Discrimination
IDENTIFIERS- Botswana; Brazil; Colombia; Egypt; India; Mexico; Mozambique; Pakistan; South Pacific; Tanzania; Thailand; *Third World; Zimbabwe

Organized to focus world-wide public attention on the massive gender inequalities in many areas of the world, a seminar entitled "Women and Literacy Development--Constraints and Prospects" was held in Sweden during August 1991. This book presents conference papers by female literacy experts from 12 developing nations (three in Latin America, five in Africa, three in Asia, and one in the South Pacific Region) on the literacy situation for girls and women in their respective countries. Papers in the book are: (1) "Women and Literacy Development in the Third World: A Rapsodic Overview" (Eve Malmquist); (2) "Women and Literacy Development in India" (Anita Dighe); (3) "Women and Literacy Development in Pakistan" (Neelam Hussain); (4) "Flowers in Bloom: An Account of Women and Literacy Development in Thailand" (Kasama Varavarn); (5) "Women and Literacy Development in the South Pacific Region" (Barbara Moore); (6) "Illiterate Rural Women In Egypt: Their Educational Needs and Problems: A Case Study" (Nadia Gamal El-Din); (7) "Women and Literacy Development in Botswana: Some Implementation Strategies" (Kgomotso D. Motlotle); (8) "Women and Literacy Development in East Africa with Particular Reference to Tanzania" (Mary Rusimbi); (9) "Women and Literacy Development in Mozambique" (Teresa Veloso); (10) "Women and Literacy Development: A Zimbabwean Perspective" (Maseabata E. Tsosane and John A. Marks); (11) "Women and Literacy Development in Mexico" (Geraldine Novelo Oppenheim); (12) "A Post-Literacy Project with the Women of the Indian Community of San Lorenzo, Colombia" (Mirvan Zuniga); (13) "Gender Subordination and Literacy in Brazil" (Fulvia Rosemberg); (14)

B. J. Walker); "Improving Teacher Questioning: A Study of a Training Program" (C. S. Johnson and A. D. Evans); "The Belief Systems and Instructional Choices of Preservice Teachers" (R. B. Lonberger); "Changes in Primary Teachers' Instructional Practices After Year 1 of a Collaborative Whole Language Project" (C. D. Kraus); "Grouping for Reading Instruction in the Multicultural Classroom: Dilemmas and Solutions" (E. G. Sturtevant); "Story and Song: Integrating Music into the Literature Curriculum" (K. A. Koebler); "The Reader as a Sleuth: Engagement by Intrusion" (M. C. Alvarez); "Overcoming Environmental Obstacles to Reading: A Comparative Analysis" (S. M. KaiKai and R. E. KaiKai); "Student, Teacher, and Expert Differences in Identifying Important Content Area Vocabulary" (D. L. Mealey and others); "Preparing Literacy Teachers: Elements of an Effective Training Model" (G. Y. Turner); "A Nonacademic Adult Writer's Workshop" (J. Phillips); "Undereducated Adults: Retrospections of Childhood Homes and Reports of Present Practice" (B. J. Fox and M. D. Siedow); "Directed and Spontaneous Transfer of Textmarking: A Case Study" (D. L. Mealy and D. W. Frazier); "Person, Process, Product: Goals of an Integrated Reading/Writing Curriculum for Underprepared College Freshmen" (J. K. Stadulis and D. G. Shearer); "Fostering Metacognitive Growth in College Literature Classrooms" (E. V. Newton); "Writing in Response to Reading: Strategies to Foster Comprehension" (A. R. Friedman); "Children's Emergent Reading Behaviors across Different Kinds of Text and the Relation to Writing Systems" (J. E. Barnhart); "Portfolio Assessment: Interpretations and Implications for Classroom Teachers and Reading Teachers" (R. P. Harlin and others); "Taking Responsibility for Taking Tests" (J. S. Richardson); "Scotopic Sensitivity Syndrome and Its Treatment by Colored Overlays and Lens Filters: An Update" (W. A. Henk); and "Questioning the Verbal Superiority of Girls: Gender Differences Revisited" (M. M. Brittain and C. V. Brittain). (RS)

ED 350 590          CS 011 073

Webb, Clark
The High-Quality School: Thoughtful vs. Technocratic Leadership. Draft.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the "Creating the Quality School" Conference (Norman, OK, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; Skill Development
IDENTIFIERS- *Educational Issues; *Meaningful Instruction

Four ideas or theses about schooling and leadership together form a coherent approach to teaching and learning in the high-quality school. They form the basis, if not for large-scale reform, at least for individual consideration and adoption. The first thesis is that humans are creatures of perspective or viewpoint. The second thesis is that the technocratic perspective prescribes how problems--all problems--are to be set and solved. The prescribed pattern is useful for determinate settings and potentially harmful for indeterminate settings, such as schooling. The third thesis is that from birth onward, humans intend to make sense or meaning of the world around them. They form structures, patterns or schemas that enable them to predict and choose. The fourth thesis is v Kuhlmeier; New Jersey

The purpose of this study was to investigate the effects of the 1988 Supreme Court decision on the attitudes and behavioral intentions of high school principals and publication advisers. In the Hazelwood School District versus Kuhlmeier decision, the court held that, as the publisher of a school newspaper, a public school may exercise substantial control over contents of student articles, whenever this action is reasonably consistent with the legitimate educational mission of the school. Questionnaires were returned by 178 principals and 145 school newspaper advisers in the state of New Jersey, for a response rate of 39% and 33% respectively. Significant differences were found between administrators and advisers, as well as between public and private high schools. Results indicated that: (1) principals accepted their censorship role by expressing the right to control school publications and exercising prior restraint; (2) principals supported the Hazelwood decision, students' right to freedom of expression, and were more satisfied with the quality of their schools' publications than were advisers; and (3) 82.47% of the public high school employees supported the Hazelwood decision and prior restraint, while only 17.53% of the private school employees did. (Fourteen references and three appendixes of data are attached.) (RS)

ED 350 611 CS 213 546

Peterson, Jane W.
Secondary Journalism Research: Bridging the Gaps.
PUB DATE- Aug 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Journalism; National Surveys; *Researchers; Research Opportunities; Research Projects; Secondary Education
IDENTIFIERS- *Collaborative Research; Journalism Research; *Scholastic Journalism

A study examined secondary scholastic journalism researchers' current and past experiences in scholastic journalism, their professional affiliations, their current responsibilities, their reasons for conducting research, their current collaborative research efforts, and their desire for future collaborative efforts. Fifty-five of the 86 members of the Secondary Education Division of the Association for Education in Journalism and Mass Communication (nearly 64%) responded to a questionnaire. Results indicated that: (1) 80% of the respondents reported that research is a part of their present responsibilities; (2) the picture created of the respondents was one of individuals having common interests in topics related to scholastic journalism as well as common motivations for conducting the research; and (3) many respondents welcomed ideas for encouraging more research, more collaborative research, and making the results of such research more widely available to each other as well as to other practitioners. Findings suggest that scholastic journalism researchers are interested in working together and that collaborative efforts can be a way of bridging some of the gaps in scholastic journalism research. (Appendixes of data and responses to open-ended questions are attached.) (RS) writers, and designers. In undertaking this kind of project, an initial decision requires the selection of a governance policy which determines how closely the agency is monitored by the instructor; in this area, a middle course may be the most effective. Operations logistics, including which students should be assigned as account executives, how long it should take to form teams of students, and the whole question of client relationships, also require careful planning. Staff meetings, consisting of weekly classroom contact with all of the students, became important times of fellowship, cheerleading, and practical review of progress. Overall, the agency program had few problems with client satisfaction. If the program had continued, the next step would have been to stay in more constant touch with actual agencies in order to stay current with agency trends, systems, and perhaps to secure internships and job-placement opportunities. (Twenty-one notes are included.) (HB)

ED 350 632 CS 507 923

Taylor, Ronald E.; Jackson, DeForrest
On the Value of a Professional Seminar for Advertising Majors.
PUB DATE- Aug 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Course Content; Course Descriptions; *Employment Potential; Experiential Learning; Higher Education; *Job Placement; *Job Skills; Mass Media; *Seminars; Undergraduate Students
IDENTIFIERS- *Advertising Education; *University of Tennessee

Advertising programs have an obligation to teach job search skills to their students and it is in their own best interests to do so. The rationale for this is threefold. First, advertising programs must command the respect of the professionals in the field, because professionals represent the employment market and are increasingly becoming sources of financial support for the programs. Second, an increasing assessment movement nationwide causes schools to want to demonstrate the competency of their graduates. And third, the accrediting criteria of the Association for Education in Journalism and Mass Communication require that programs regularly assess their graduates in those fields and also that they provide students with distinctly career enhancing professional experiences. In view of the relationship between professional success of graduates and school funding, faculty resources and time must be dedicated to the coordination and management of placement activities. At the University of Tennessee, a placement program was instituted in which much of the information and instruction that students need to secure jobs was assembled into a one-credit required professional seminar for advertising majors. The seminar addresses such topics as resume writing, interviewing, cover letters, and career choices and planning. At the same time, changes in the program focused on admissions and how to more fully professionalize candidates. The seminar includes a focus on career options, largely incorporated into a number of visits to

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Community Schools; *Cooperative Programs; *Educational Cooperation; Educational Innovation; *Educational Philosophy; Elementary Secondary Education; Role of Education; *School Community Relationship
IDENTIFIERS- *Dewey (John); *Philadelphia School District PA

This paper outlines a neo-Deweyan strategy to transform American public schools into genuine community schools that function as central agencies for the development of a democratic welfare society. John Dewey's thesis was that a well-functioning school system constitutes the necessary, though not sufficient, condition for a well-functioning society. The first part and second parts examine how Dewey's work was influenced by Francis Bacon's idea of progress and Benjamin Franklin's thoughts on the reformation of higher education. The third part discusses Dewey's philosophy of education and his approach to reforming the American public school system. Part 4 explains the concept and development of cosmopolitan community schools and sketches a project designed to help the John C. Turner Middle School in West Philadelphia transform itself from a bureaucratic innercity school into a radically innovative, effective community school. The process for changing Turner Middle School into a university-assisted, cosmopolitan community school is described in the next part, with emphasis on the formation of the West Philadelphia Improvement Corps (WEPIC) in 1985 and the evolution of the community school's organizational structure. The final section outlines the relationship among universities, cosmopolitan local communities, and a democratic welfare society. The basic proposition is "schooling for service and by service," in which universities help transform their local public schools into cosmopolitan community schools that function as multipurpose community centers. (Contains 50 references.) (LMI)

ED 350 652 EA 024 305

Impact of the Public Employment Relations Act on Local School Districts.
PUB DATE- 8 Nov 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Elementary Secondary Education; Employer Employee Relationship; *Labor Legislation; *Labor Relations; Negotiation Impasses; *School Districts; State Action; *State Legislation; Teacher Strikes
IDENTIFIERS- Alaska; *Public Employment Relations Act (Alaska 1990)

Findings of a study that examined the effectiveness of Alaska's Public Employment Relations Act (PERA) on labor relations between school employees and local school districts are presented in this report. Methodology involved: (1) document analysis; (2) interviews with members of professional organizations, district administrators, presidents and members of local teachers' unions and support personnel negotiating teams, and the hearing examiner of the Alaska Labor Relations Agency (ALRA); and (3) a survey of the presidents of local NEA-affiliated unions and 51 district superintendents. The survey elicited a 75 percent district response rate. Background information on the organization and function of the ALRA and state labor legislation are also presented. Findings indicate included. (LMI)

ED 350 671 EA 024 354

Mawdsley, Ralph D.
Sexual Misconduct by School Employees.
PUB DATE- Sep 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Collected Works - Serials (022)
DESCRIPTORS- Board of Education Policy; Boards of Education; *Court Litigation; Elementary Secondary Education; *School Districts; *School Personnel; *Sexual Abuse; *Sexual Harassment
IDENTIFIERS- *Franklin v Gwinnett County Public Schools

The recent United States Supreme Court decision in "Franklin v. Gwinnett County Public Schools" highlights the additional risks facing school districts and employees under federal statutes and the common law as a result of sexual misconduct by school employees. The "Franklin" case illustrates that damages could be available to the student and that such damages can be levied against the district and its supervisors as well as the accused teacher. Other court cases are used to illustrate activities that constitute sexual misconduct and subsequent dismissal of the employee by school boards. Discussed next are the several different tests in deciding whether the conduct of an employee involved in sexual misconduct must be remediated. These tests are a single-standard test, a two-standard test, and a multistandard test. Using court cases to illustrate each test, the implications and ramifications are presented. The final section is on rules of evidence and school board hearings. This information covers the hearsay rule, polygraph tests and hypnosis, the exclusionary rule, forensic evidence, and administrative hearings and criminal cases. Conclusions and recommendations are given. (Contains 45 endnotes.) (RR)

ED 350 672 EA 024 356

The Principals Institute, 1990-92.
PUB DATE- May 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Females; Graduate Study; Higher Education; *Institutes (Training Programs); *Leadership Training; Masters Programs; *Minority Groups; Principals; *School Administration
IDENTIFIERS- *Bank Street College of Education NY

A major goal of the Bank Street College of Education Principals Institute program is to increase the pool of women and minorities prepared for careers as school administrators. Candidates nominated by superintendents of several school districts went through a rigorous review process before being selected to participate. Students in the institute attend classes for three academic semesters and one summer. Participants work in their regular job the first semester and attend weekly evening classes. In the second semester, they work in a public school outside their "home" district under a mentor principal's guidance and attend evening advisement classes. In the third semester, students return to their

Findings of a study that examined the teacher-administrator relationship from a micropolitical perspective are presented in this paper. Data were derived from interviews with 12 new administrators from school districts within a 50-mile radius of a major metropolitan area in the eastern United States. The micropolitical analysis identifies power distribution, values allocation, coalition building, manipulation of symbols, and conflicting ideologies and turf. Contrary to expectations of the micropolitical hypothesis, the administrators expressed no need to control teachers or to separate administration from the instructional process. Three possible explanations of the results are presented: a "new era" hypothesis; a methodological hypothesis; and a micropolitical hypothesis. From the latter perspective, the data reflect administrators' skills at managing meaning, manipulating symbols, and limiting the diffusion of awareness of the conflicts that occur in their everyday lives. The appendix contains the interview format. (Contains 53 references.) (LMI)

ED 350 693            EA 024 381

Shouse, Roger; And Others
The Prince and the Principal. Case Study #1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; Educational Change; Elementary Education; *Leadership; Leadership Styles; Parent Participation; Parent School Relationship; *Politics of Education; *Principals; *Resistance to Change; *Teacher Administrator Relationship

This case study illustrates one of the challenges faced by a new principal, that of reconciling one's emerging skills and understanding to an idiosyncratic school culture. This paper describes how a new principal at a troubled Chicago elementary school handled resistance to change and animosity from a group of "old guard" teachers in her efforts to initiate school improvements. She made a decisive but risky change in perspective and strategy, employing a Machiavellian approach to mobilize parental support and actively challenge the power bases of obstructionist teachers. She enlisted the help of sympathetic teachers and set out to gain control in the Parent Advisory Council (PAC), the teachers' union, and the Parent Teacher Association (PTA). Findings demonstrate the importance of gaining the support of parents, teachers, and other administrators; the value of setting clear goals for improvement; and the need for persistence despite the slow pace of change. (LMI)

ED 350 694            EA 024 383

Wendel, Frederick C.; And Others
Measurements of Personality and Leadership: Some Relationships.
PUB DATE- 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assessment Centers (Personnel); Elementary Secondary

professional organizations, inhibit the analysis of the theoretical implications and practical consequences of the above assumption. (Contains 28 references.) (LMI)

ED 350 715 EA 024 417

Davidson, Betty M.
Transforming Schools: Foundations for School Restructuring Focusing on the Role of the Teacher in Four Elementary Schools.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, April 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acceleration (Education); Educational Change; Elementary Education; *Organizational Climate; *Participative Decision Making; *School Organization; *School Restructuring; *Teacher Influence; Teacher Participation; *Teacher Role
IDENTIFIERS- Accelerated Schools

Findings of a study that examined change in four elementary schools (members of large urban public school systems located in the south and southwest sections of the United States) from a conventional to a participatory model of school organization are presented in this paper. To compare teacher roles before and after implementation of the Accelerated Schools model, data were obtained from document analysis and interviews with teachers, principals, assistant principals, social workers, and parents. Findings indicate that before adoption of the model, teachers in each of the schools acted as "instruments of policy," who lacked team effort and idea-sharing. All teachers in three schools agreed that the model had led to enhanced empowerment and increased involvement in the decision-making process. Teacher roles remained the same in one school. In two schools, the increased responsibility and understanding of empowerment contributed to teacher dissatisfaction. Four tables are included. (Contains 24 references.) (LMI)

ED 350 716 EA 024 418

Sackney, Larry E.; Dibski, Dennis J.
School-Based Management: Will It Fly?
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Commonwealth Council for Educational Administration (7th, Hong Kong).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decentralization; *Educational Change; Educational Equity (Finance); Elementary Secondary Education; Foreign Countries; Leadership; *Organizational Change; Professional Autonomy; *School Based Management; *School Restructuring

The theoretical and practical notions of school-based management (SBM) are critically examined in this paper. Literature is summarized pertaining to the definitions of SBM, philosophical and theoretical issues, leadership, productivity, the degree of innovation, market factors, and funding. Conclusions are that structural change does not always lead to increased autonomy for those in lower levels of the organization or to overall improved productivity, and it creates problems of funding

ED 350 737          EC 301 543

Drum, Jean, Ed.
Gifted Girls.
PUB DATE- Sep 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Academic Aptitude; *Cultural Differences; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Females; *Gifted; Minority Groups; Self Actualization; *Sex Bias; *Sex Differences; Sex Discrimination; Sex Role; Sex Stereotypes

This journal issue focuses on the theme of the education of gifted female students. This document consists of the five articles devoted to this subject. The lead article by Carolyn M. Callahan, titled "How Schools Shortchange Girls: Implications for Parents and Educators of Gifted Girls," discusses the development of gender roles, the experiences that young women have in school, and the continued lack of interest and achievement in mathematics and science among females most talented in those areas. An editorial by Jean Drum comments on why "America Needs Heroines," and two high-school students (Debra Russell and Nina Alexander) present "What It Means To Be Gifted and a Woman." "Factors Affecting the Achievement of Culturally Diverse Gifted Women" (Margie K. Kitano and Carol O. Perkins) examines demographic data concerning gifted women from diverse backgrounds, presents models of adult achievement, and analyzes the literature to determine factors affecting the achievement of gifted women of color. "Gifted Females: They've Come a Long Way--Or Have They?" (Sally M. Reis and Carolyn M. Callahan) reviews research on gender differences, examines continuing performance gaps in careers and professional accomplishments of men and women, and proposes more promising research directions. "Living Out the Promise of High Potential: Perceptions of 100 Gifted Women" (Kathleen D. Noble) presents an overview of literature relating to the psychological, social, cultural, and cognitive issues confronting gifted women as they strive to develop their potential; reviews findings of a study of the lives of 100 contemporary adult gifted women in the Pacific Northwest; suggests kinds of psychological interventions which would enable highly capable women's development and achievement to be maximized; and presents research directions. (JDD)

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ED 350 738          EC 301 544

Gifted & Talented Program Approval Standards.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; *Accreditation (Institutions); Curriculum; Elementary Secondary Education; *Gifted; Program Evaluation; Program Implementation; School Community Relationship; School Funds; Staff Development; State Programs; *State Standards; Student Evaluation; *Talent
IDENTIFIERS- *Arkansas

This document's purpose is to establish the minimum standards for approval of programs for education of gifted students in determine the progress of the American Indian Vocational Rehabilitation projects in addressing previously identified training and technical assistance needs, as authorized by Title 1, Part D, Section 130 of the Rehabilitation Act of 1973. This report describes the history of the Section 130 projects and then discusses the study methodology which involved a survey mailed to all projects and on-site visitations of five projects. Twenty-seven tables present the study's findings. They provide data, overall and by geographic region, on project director and staff responses concerning current training and technical assistance needs as well as progress toward addressing training needs identified in a 1988 study. Training and technical assistance needs included, among others: functional limitations of disabilities, medical aspects of disabilities, vocational evaluation, work adjustment, independent living skills, vocational rehabilitation legislation, job analysis, sheltered employment, program evaluation, report writing, and confidentiality. Recommendations are also provided. An appendix contains a copy of the survey form. (Contains 16 references.) (JDD)

ED 350 757 EC 301 564

Lonetree, Georgia L.
Tribally Operated Section 130 Vocational Rehabilitation Projects, Third-Year Follow-Up. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 61p.; For an earlier report, see EC 301 563.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; Citizen Participation; *Disabilities; Federal Legislation; Human Services; *Needs Assessment; *Program Effectiveness; Rehabilitation Programs; Self Evaluation (Groups); Surveys; *Vocational Rehabilitation
IDENTIFIERS- Rehabilitation Act 1973 (Section 130)

The purpose of this study was to follow up two previous studies on the vocational rehabilitation needs of American Indians with disabilities and the effectiveness of projects authorized by the Rehabilitation Act of 1973, Title 1, Part D, Section 130 to meet those needs. A self-evaluative questionnaire was developed and mailed to the project directors of 14 American Indian Vocational Rehabilitation Projects, with 8 projects responding from Alaska, Arizona, Colorado, Montana, New Mexico, and Washington. The questionnaire gathered data on number of clients served, the screening process used to determine eligibility, rehabilitation status, percentage of severely and multiply disabled clients, inclusion of American Indians with disabilities in policy development and implementation, referral sources, types of disabilities, commonly needed and utilized services, and types of service providers. Results indicate that projects have been progressively building upon and improving their services to American Indians with disabilities. Ten recommendations are offered. Appendices provide survey forms from all three phases of the study. (Contains 12 references.) (JDD)

ED 350 758 EC 301 565

Rose, Deborah F.; Smith, Barbara J.
Attitude Barriers and Strategies for Preschool Mainstreaming.

reaching populations typically underserved. The interviews assessed the availability of sociodemographic variables in states' Part H data systems and documented coordinators' perceptions of which population was most underserved in their state. It was found that: (1) accurate count of children served may still not be possible for 6 of 16 states; (2) 10 of the 16 states collect information on ethnicity of race; (3) data on family income were collected in 2 states; (4) none of the coordinators identified African Americans as underserved; (5) availability was a key barrier to rural populations, and both availability and accessibility were important barriers to ethnic minorities; and (6) in many cases, data were not collected for groups identified as most underserved. The study concludes that data systems should include the following sociodemographic information on their client population: county of residence, urban/rural/inner city residence, race/ethnicity, income, insurance coverage, and parental employment status. (JDD)

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ED 350 776          EC 301 587

Robinson, Ann
Cooperative Learning and the Academically Talented Student. Research-Based Decision Making Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academically Gifted; *Cooperative Learning; Curriculum; Educational Methods; Elementary Secondary Education; Group Activities; Models; Research Problems; Student Motivation; *Teaching Methods

The research base on cooperative learning was examined for its applicability to academically talented students. Common types of cooperative learning are described with highlights of the model characteristics as they apply to academically talented students. The models include: Teams-Games-Tournament (TGT); Student Teams Achievement Divisions (STAD); Team Accelerated Instruction (TAI); Cooperative Integrated Reading and Composition (CIRC); Circles of Learning or Learning Together; Cooperative Controversy; Jigsaw and Jigsaw II; Group Investigation; Co-op Co-op and Cooperative Structures; Groups of Four; and Descubrimiento or Finding Out. Advantages and disadvantages of the various models for academically talented students are summarized, and the weaknesses in the cooperative learning literature are identified. Weaknesses fall into two broad categories, namely: (1) lack of attention to academically talented students, and (2) reliance on weak treatment comparisons to demonstrate the effectiveness of cooperative learning. In addition to an examination of the research base, two issues in practice were identified as important for academically talented students. These issues were: curricular coverage and pacing, and group work and motivation. A series of recommendations for practice is included. An appendix provides an overview of cooperative learning models in table form. Fifty references accompany the Executive Summary, and 100 references are included at the end of the report. (Author/JDD)

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ED 350 777          EC 301 588

point of convergence, alternate cover test, stereo/depth perception, and color vision. Sample forms are provided, along with tips for successful implementation of each procedure. Referral criteria and procedures are outlined, steps in the follow-up process are listed, and training requirements for staff administering each procedure are noted. An appendix summarizes the guidelines in chart form, lists equipment needed, and provides various forms. (JDD)

ED 350 798 EC 301 611

Hayden, Mary F.
Adults with Mental Retardation and Other Developmental Disabilities Waiting for Community-Based Services in the U.S.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Community Programs; *Delivery Systems; *Developmental Disabilities; Government Role; Human Services; *Mental Retardation; National Surveys; *Needs Assessment; State Agencies; State Government; State Programs
IDENTIFIERS- *Waiting Lists

A survey was conducted of the number and needs of adults with mental retardation or other developmental disabilities (MR/DD) currently waiting for community services. Survey data were obtained for 46 states and the District of Columbia. Respondents included directors of state mental retardation/developmental disabilities programs, state developmental disabilities planning councils, state protection and advocacy agencies, and other agencies and individuals. Results are analyzed in terms of type of agencies that maintain waiting lists (by state), number of people waiting for various types of services (by state), characteristics of the waiting lists, and characteristics of people waiting for services. The study concluded that: (1) few states gather waiting list information that can be useful for planning and for program development; (2) few states track who needs services and what type of services are being sought; (3) many states have written procedures to prioritize service requests, but these procedures are typically centered around crisis situations; (4) there are thousands of people waiting for every type of MR/DD service throughout the country; (5) every state is faced with growing demands for community-based services; and (7) the MR/DD service delivery system primarily provides services to people who are currently in the system, rather than those who live at home with their families. The study identified problems related to identifying adults waiting for services, and noted issues that states should address in providing an equal opportunity service system. (Contains approximately 90 references.) (JDD)

ED 350 799 EC 301 612

Kallas, Anmarie, Ed.
Research in Special Education: Directory of Current Projects. 1992 Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92

introducing each section, a marriage and its resulting in-law relationships and child rearing are used as a metaphor for the partnership sought for regular and special education. (JDD)

ED 350 816 EC 301 644

Van Tassel-Baska, Joyce
Planning Effective Curriculum for Gifted Learners.
PUB DATE- 92
NOTE- 402p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Curriculum Development; Curriculum Evaluation; Educational Change; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Females; *Gifted; Gifted Disabled; Gifted Disadvantaged; *Intervention; Learning Disabilities; Models; Student Characteristics; *Student Educational Objectives; *Teaching Methods; Underachievement; Units of Study

This book on effective curriculum for gifted students begins with an introduction that discusses gifted education's use of the special education model and implications of current educational reform. Part 1, "General Issues in the Design and Development of Appropriate Curricula for the Gifted," then explores scope and sequence in curricula for the gifted, correspondence between gifted learner characteristics and curricula, philosophy and goals for a gifted program, gifted learner outcomes, teaching-learning activities and resources, instructional strategies and management techniques, assessing and evaluating curricula, and implementing a curriculum for gifted learners. Part 2, "Specific Considerations in Planning Curricula for Special Populations of Gifted Learners," notes such special populations as disadvantaged gifted, underachievers, gifted girls, and gifted students with disabilities. This part then examines methods of identifying and nurturing disadvantaged gifted students and learning-disabled gifted students, and offers an individualized plan for a learning-disabled gifted female. Part 2 also contains four chapters written by other authors: "A Perspective on Curriculum Development for Gifted Learners" (Gail McEachron-Hirsch); "Curricula for Exceptional Children: A Special Education Perspective" (Virginia Laycock); "Gifted Children with Specific Learning Disabilities" (Lori Korinek); and "Bridging Family and School: A School Psychologist Perspective" (Agnes Donovan). The appendix contains sample curriculum units, as follows: tessellations unit (fifth grade), marvelous machines (fifth grade), the unexpected (eighth grade), exponential and logarithmic functions (high school), a scientist's history of the world (fourth to sixth grades), and investigating weather folklore (fourth grade). (JDD)

ED 350 817 EC 301 645

Barnett, David W.; Carey, Karen T.
Designing Interventions for Preschool Learning and Behavior Problems. The Jossey-Bass Social and Behavioral Science Series and The Josey-Bass Education Series.
PUB DATE- 92
NOTE- 469p.
LANGUAGE- English

Lessons are addressed to students, but are intended for an intensive language course and therefore are not suitable for self-study. Many activities require teacher participation. (MSE)

ED 350 835 FL 020 596

Uram, Andrea Jane
The What and How of Bilingual ESL.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Bilingual Education; *Classroom Communication; Classroom Techniques; Educational Strategies; *English (Second Language); *Language of Instruction; *Language Role; Second Language Instruction; Theory Practice Relationship
IDENTIFIERS- *Krashen (Stephen)

This paper describes how the principles of bilingual education were incorporated by an adult education teacher of English as a Second Language (ESL) into ESL instruction. This approach is seen as useful only when all the students have the same native language. The method is supported by evidence from the literature of minority student education that more English is learned in a bilingual setting than in an English-only environment, and by Stephen Krashen's theory of the effectiveness of comprehensible input. Techniques used by the teacher include: alternating languages in class or providing reading material in the native language and discussion in English; inviting advanced ESL speakers and faculty as guest speakers using both languages; lowering students' affective filters with familiar or welcoming decorations from the students' country and culture or celebrating holidays from the students' culture; and translating only when explanation is ineffective. Several bibliographies are included. (MSE)

ED 350 836 FL 020 619

Anderson, Gregory G.
Multicultural Sensitivity: An Essential Skill for the ESL/EFL Teacher.
PUB DATE- Jul 92
NOTE- 90p.; Master of Arts requirement, School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Acculturation; Classroom Environment; *Cross Cultural Training; *Cultural Awareness; Cultural Education; Cultural Pluralism; *English (Second Language); *Intercultural Communication; *Language Teachers; Language Variation; Second Language Instruction; Teacher Characteristics; Teacher Qualifications

The need for teachers of English as a Second Language (ESL) to have cultural sensitivity is discussed. First, it is proposed that ESL teachers must develop multicultural understanding and sensitivity to the cultural needs of students in order to help them reach their full potential. This means avoiding cultural domination, treating students as human beings, avoiding oversimplification, and understanding that cultural needs have

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Computer Oriented Programs; *Databases; *Dictionaries; Grammar; *Indexes; Language Variation; Layout (Publications); *Nepali; Program Descriptions; *Programing; Semantics; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Transcription

A 2-year project to develop a dictionary of modern Nepali is described. The Nepali-English dictionary was designed to include high-frequency vocabulary and to treat entries thoroughly, including associated collocations, semantic and/or grammatical restrictions, and other information essential to their use in sentences. Contents include 3,642 main entries and 2,708 subentries, with an English-Nepali index. The computer-based project was completed in Nepal and California. The report describes project objectives, achievements during the first year, objectives for the second year, and dictionary specifications, and a more extensive summary of progress toward second-year goals, including details of the computerization process, resolution of issues in research and manuscript preparation (entry selection, sociolinguistic variation, transcription systems, formatting and production details), and formatting of data (entry sorting, generation of the English-Nepali index, cross-referencing, concordance preparation, manuscript format). Appended materials include a second-year project timetable, a dictionary sample in list format, a sample in paragraph format, an index of band names for formatting, and biographical information about two of the researchers. (MSE)

ED 350 859            FL 020 689

McMahon, Keith; And Others
Expository Writing in Chinese. International Studies, East Asian Language Texts, No. 5.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 87
NOTE- 200p.
LANGUAGE- Chinese; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advanced Courses; Art Criticism; *Chinese; *Essays; *Expository Writing; Grammar; Higher Education; Languages for Special Purposes; Language Styles; *Letters (Correspondence); Literary Criticism; Medicine; *Second Languages; Travel; *Writing (Composition); Writing Instruction

This text is intended for use by advanced students of the Chinese language to learn to write at the college level in modern Chinese. The first ten lessons teach how to progress from the spoken structures to their contemporary written forms. Each lesson contains a text with a familiar form, notes on grammatical structures, and exercises. The text and exercises are largely in Chinese; notes are in English and Chinese. Text forms include a letter to a friend, an anecdote, a short travel essay, formal letters, an expository essay on Chinese mythology, a discussion of Chinese medicine, an essay in appreciation of a Chinese poem, and an essay on Chinese landscape painting. An index follows these lessons. Lessons 11 through 14 contain brief texts of contemporary Chinese writers, selected for variation in style, and exercises. A second index follows this section. Indexes include ideograph, Romanized

"Literacy/Alphabetisation" is the Journal of the Movement for Canadian Literacy. Each issue appears in an English version and a separate French version. This document consists of the four issues comprising Volume 15, with the French issue immediately following the corresponding English issue. Each issue begins with Notes from the Editor and ends with Guidelines for Submission of Manuscripts. Number 1 contains "Literacy for Participation in the Economy" (Bill Fagan); "Environmental Print" (Pat Rigg); "'I Need Help'" (Nan Nichols); and reviews of "Alpha 90: Current Research in Literacy," "Leadership for Literacy: The Agenda for the 1990s," and "NewsAble." Number 2 consists of "Lettuce Patch Learning" (Irene Jensen); "La Magie des Lettres" ("The Magic of Letters") (Elise Mennie); "Spelling Tricks: Whole Language in Practice" (Mary Norton); "'Special Ed' Teachers in Literacy" (Michele Tessier); and reviews of "Taking Care: A Handbook about Women's Health" and "A Literacy Celebration." Contents of Number 3 are "Learning Disabilities--An Official Definition" (Learning Disabilities Association of Canada); "Adult Learners and Learning Disabilities--What Do We Know?" (Johanne Jasmin); "To Label or Not To Label" (Patricia Hatt); "Diagnosing and Teaching Adults with Learning Disabilities" (Ricki Goldstein); "Programming with Adults Who Have Learning Disabilities" (Fred A. Reekie); a review of "Adult Literacy Resource Materials"; "Learner Action Group of Canada--Mission Statement"; and "A National Literacy Strategy for Older Canadians" (Andrew Aitkins). Number 4 contains "Organizing Adult Literacy and Basic Education in Canada: An Update" (John Macdonald); "Response to Organizing Adult Literacy and Basic Education in Canada" (Ann Slater); "Women and Literacy Research: Contradictions and Context" (Betty-Ann Lloyd); "Helping Kids Learn: Family Literacy in Arviat, Northwest Territories" (Martha Main); "The Learner Action Group of Canada" (Alan Kobe); and a review of "The Land that We Dream of: A Participatory Study of Community Based Literacy." (YLB)

ED 350 395          CE 061 985

Pelz, Ruth; Clarke, Mallory
Readings That Matter: A Literature and Life Issues Curriculum.
SPONS. AGENCY- Washington State Commission for the Humanities, Olympia.
PUB DATE- 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Guides; Experiential Learning; Family Life; Housing; *Literature; Reading Comprehension; *Reading Skills; Role Perception; Teaching Guides; Work Experience
IDENTIFIERS- Family Work Relationship

This document contains a curriculum guide for teachers and a companion reading guide for adult literacy students reading at the fourth- to sixth-grade level. The curriculum guide contains three chapters: Work, Families, and Housing. The guide takes student interest as a starting point and asks students to stretch comprehension, perception, and reading skills. Each chapter contains some or all of the following: one or more short literature works; "reflecting on our own experience"; "reflecting on other's thoughts/experiences"; worksheets; and examples. The student guide contains readings, examples, and

Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This publication is a resource guide to the regulations governing the use of federal Carl D. Perkins Vocational and Applied Technology Education Act of 1990 dollars. Chapter 1 gives an overview of the audit process and the handbook. Chapter 2 covers the key elements in each section of the Perkins Act. Chapter 3 provides an overview of all legislative requirements affecting Perkins spending. Many of the legal authorities cited are included as appendixes to the handbook. Chapter 4 covers key requirements for all projects using Perkins Act basic grant funds. Chapter 5 explains the requirements for using nonbasic grant Perkins funds. Chapter 6 explains what kinds of costs are allowable, allowable with prior approval, and not allowable under Perkins. Chapter 7 offers guidance in identifying direct and indirect costs and developing cost allocation plans. Chapter 8 explains the audit process and offers help in preparing for this annual event. Chapter 9 shows how to avoid audit problems in the areas of time and effort, nonsupplementing, carry over of unexpended funds, statute of limitations, matching, and maintenance of effort. Extensive appendixes include the following: a glossary, proposed Perkins regulations, regulations regarding state-administered programs, Uniform Administrative Requirements for Grants and Agreements, General Education Provision Act--Enforcement, Department of Education Audit Requirements, key Department of Education decisions, and index. (YLB)

ED 350 413 CE 062 081

The Final Regulations to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
PUB DATE- 92
NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adult Education; Compliance (Legal); Educational Legislation; *Federal Legislation; *Federal Regulation; Guides; Postsecondary Education; Program Administration; Secondary Education; Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This publication presents the final regulations to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The first section is an analysis of the regulations. This analysis compares the proposed regulations to the final version and explains the differences between the two and the potential impact on program administration. The analysis of the proposed regulations is in the left column; the analysis of the final regulations is in the right column. The 23 major regulatory issues analyzed are as follows: evaluation; services to special populations; prioritizing program areas or sites; full participation of special populations; definition of "coherent sequence of courses"; definition of "local education authority"; responsibilities of sex equity coordinator; nonsupplant provision; distribution of funds; State Job Training Coordinating Council and State Council on Vocational Education review and comments; state activities subject to local requirements; constitutionality of equity program for

Potential; Entry Workers; Job Skills; Microbiology; Program Guides; Science Instruction; *Science Programs; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide presents the biotechnology curriculum for technical institutes in Georgia. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (biology I, chemistry I-II, composition and rhetoric I, college algebra, and introductory psychology); fundamental technical courses (microbiology I-II, organic chemistry I-II); and specific technical courses (biochemistry, bioseparations, biotechnology I-II, qualitative and quantitative analysis, and instrumental analysis). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An appendix to the guide lists equipment needed for the program. (NLA)

ED 350 432 CE 062 114

Biotechnology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 89p.; For the program guide, see CE 062 113.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Biotechnology; Competency Based Education; Program Development; *Science Programs; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the biotechnology program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (NLA) care, medical assisting externship, medical assisting seminar). Each course consists of the following elements: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An equipment list is appended. (YLB)

ED 350 450 CE 062 132

Medical Assisting Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 84p.; For the program guide, see CE 062 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Clinical Experience; Competency Based Education; Keyboarding (Data Entry); *Medical Assistants; Medical Record Administrators; Office Practice; Pharmacology; Physiology; Postsecondary Education; *State Standards; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the medical assisting program in Georgia. The standards are divided into 12 categories; Foundations (philosophy, purpose, goals, program objectives, availability, evaluation); Admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); Program Structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); Program Evaluation and Planning (program evaluation, program planning, enrollment, graduation, and placement levels, attrition levels, student performance); Instructional Program (course content, course objectives, course instruction, occupation-based instruction, evaluation of students, grading system, laboratory management, equipment, supplies, and materials, physical facility); Academic Skills (academic requirements); Employability Skills (job acquisition, job retention and advancement); Staff (faculty qualifications and responsibilities); Advisory Committee (function, membership, meetings); Special Needs (commitment); Equity (commitment); and Health and Safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

ED 350 451 CE 062 133

Printing/Graphic Arts Technology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 251p.; For the program standards, see CE 062 134.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; Computer Printers; *Course Content; Course Descriptions; Employment Potential; Entry Workers; *Graphic Arts; Job Skills; Layout (Publications); *Photocomposition; *Photography;

NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assembly (Manufacturing); Competency Based Education; Curriculum Development; Educational Equipment; Educational Research; *Educational Resources; Instructional Materials; Job Analysis; Job Skills; *Machine Tool Operators; Machine Tools; *Metal Working; Occupational Information; Postsecondary Education; Program Design; Program Development; Secondary Education; *Sheet Metal Work; Statewide Planning; *Task Analysis; Technical Education; Trade and Industrial Education
IDENTIFIERS- Georgia

This report provides results of Phase I of a project that researched the occupational area of sheet metal, established appropriate committees, and conducted task verification. These results are intended to guide development of a program designed to train sheet metal workers. Section 1 contains general information: purpose of Phase I; description of the occupation, including nature of work, working conditions, and related occupations; direction of the occupation, including employment, training and other qualifications, advancement, job outlook, and earnings; program development committee; areas of concern; and State Technical Committee developmental recommendations. Section 2 presents research findings: accreditation and certification; list of typical job titles; and appropriate trade resources and sources, including references and textbooks, audiovisuals, curriculum materials, periodicals, safety manual, shop safety signs, and sources of additional information. A verified occupational duty and task list is comprised of six duties: read blueprints, lay out sheet metal, fabricate mechanical systems, fabricate architectural/roofing sheet metal, fabricate food service sheet metal products, install mechanical systems, and install architectural/roofing sheet metal. Other contents include a tools and equipment list, list of contents of standard tool kit, and staff and facilities recommendations. (YLB)

ED 350 468          CE 062 156

Crawford, Sharon; Bailey, Nancy
Patient Care Assisting. A Curriculum for Career Entry in the Nursing Homes of Georgia.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 451p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; Checklists; Classroom Techniques; Competence; Competency Based Education; Course Content; Curriculum; Educational Resources; *Frail Elderly; Job Skills; Learning Activities; Lesson Plans; *Medical Services; *Nurses Aides; *Nursing Homes; Occupational Information; Older Adults; Postsecondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Georgia

This curriculum guide contains 16 units aimed at training entry-level workers as patient care assistants in nursing homes. The keyboarding, employment, filing, processing mail, business operations, financial management, and communications. (KC)

ED 350 486 CE 062 215

Patton, Jan; Steffee, John
Test Builder Program Instructions. IBM Version.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Computer Assisted Testing; *Computer Software; *Computer Uses in Education; Microcomputers; Office Occupations Education; Postsecondary Education; Secondary Education; *Test Construction; *Test Items
IDENTIFIERS- IBM Personal Computer; Texas

This document provides printed instructions for teachers to use with an IBM-compatible microcomputer to construct tests and then have the computer give the tests, grade them, and print the test results. Computerized tests constructed in this way may contain true-false questions, multiple-choice questions, or a combination of both. The questions are displayed in random order. Questions can be modified, added, and deleted from other test banks to create other tests; paper copies of the tests, the test keys, and the answer sheets may be printed. The printed instructions are divided into three parts: an overview that covers the scope of the test builder program; loading procedures for various types and numbers of disk drives; and instructions for working with specific parts of the test builder program. (KC)

ED 350 487 CE 062 425

Kerka, Sandra
Higher Order Thinking Skills in Vocational Education. ERIC Digest No. 127.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Critical Thinking; Postsecondary Education; *Role of Education; Secondary Education; *Teacher Role; Teaching Methods; *Thinking Skills; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- ERIC Digests

The skills most often mentioned in definitions of critical thinking are the ability to think creatively, make decisions, solve problems, visualize, reason, analyze, interpret, and know how to learn. Vocational education should be involved in developing thinking skills for the following reasons: occupations are becoming more reliant on cognitive capacities; the changing work environment requires flexibility and adaptability to changing conditions; and vocational education provides a real-world context for cognitive development. Teaching strategies to develop these skills can be based on in an atmosphere of instability and insecurity. (Contains 19 references.) (ABL)

ED 350 507 CG 024 559

Job Shadowing: An Exploration of Career Options for Junior High School Students.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Careers; Goal Orientation; Junior High Schools; *Junior High School Students; *School Guidance; *Self Concept
IDENTIFIERS- *Job Shadowing

The ready-to-use teacher notes and classroom activities included in this booklet are intended to foster information-gathering and self-awareness in junior high school students. While emphasis is placed on decision-making, these activities are intended to create an atmosphere of career exploration rather than commitment to occupational choices. The activity described in this booklet, job shadowing, is central to Canada's Career Week program. Activities 1 through 4 are designed to help students to develop the attitudes and thought processes necessary to integrate the information that they are exposed to in Activities 5 and 6. Students can use these skills throughout their lives to assess information and experience and to make choices as career options present themselves. These activities are presented: (1) My Fantasy Life at Age 25; (2) Analyzing the Fantasy; (3) Setting Goals; (4) Shopping for Career Skills; (5) Job Shadowing; and (6) Volunteers. Activities include such items as teacher notes, student exercises, and case studies. References are listed. (ABL)

ED 350 508 CG 024 560

Simon, Cathryn; Gerber, Sterling
Spirituality and Counselor Preference in College Students.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Counselor Characteristics; *Counselor Qualifications; Higher Education; *Student Attitudes
IDENTIFIERS- *Spirituality

Religious clients prefer to see a therapist who has a belief system similar to their own. In this study college students (N=194) from undergraduate psychology classes rated their willingness to see four hypothetical counselors when the word spirituality was included or excluded from the counselors' descriptions. Each counselor description included a name, academic degree, qualifications, years of experience, counseling style, specialty areas, clientele, and photograph of a woman between the ages of 30 to 45. Four parallel forms of the questionnaire were produced, each identical except for the addition of the word spirituality in the description of one of the four counselors. Mean ratings of counselors with and without spirituality were not significantly different. However, 11.8% of the students commented that the word "spirituality" or

DESCRIPTORS- *Art Expression; *Art Therapy; *Counseling Techniques; *Creative Art
IDENTIFIERS- ERIC Digests

Art has played a part in the helping professions since ancient times. In recent times, there has been renewed interest in the use of the arts in counseling, especially art forms that are considered "expressive." Counselors can help their clients develop their potential through concrete and abstract verbal and nonverbal art forms. To do so, it is important for counselors to understand the arts and how they can be useful in counseling. The expressive arts consist of verbal and nonverbal ways of representing feelings. The most well known verbal arts are drama and literature, while the best known nonverbal arts are music, dance, imagery, and visual expression (drawing, painting, sculpting). While there are numerous ways to use the expressive arts in counseling, the needs of the client, the skills of the counselor, and the nature of the problem must be main considerations when using the arts therapeutically. Expressive arts can be used on primary, secondary, and tertiary levels of prevention in all forms of counseling. Counselors must be aware of the limitations as well as the strengths of using the expressive arts in counseling. (NB)

ED 350 529 CG 024 583

Yen, Flora B.
Evaluating AOD Program Implementation: A Consumer's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Program Evaluation; *Program Implementation

The purpose of this publication is to highlight the importance of monitoring and documenting alcohol and drug abuse (AOD) program activities. Section 1 of this publication covers basic ideas in evaluating AOD program implementation, various methods of gathering data, and suggestions on selecting instruments. Section 2 contains abstracts of several instruments which have been used by school districts and evaluators to monitor and evaluate program implementation. Eleven of the instruments reviewed and summarized are paper-and-pencil questionnaires, checklists, and interview guides. Three are microcomputer software programs. Two examples of record-keeping forms are also included. All the instruments reviewed have been developed by researchers or practitioners in the last 9 years and have been used in a school setting. Section 3 of this publication lists additional resources such as titles of journals and manuals that furnish more detailed explanations of particular topics as well as names and telephone numbers of resource centers which educators and community representatives may contact to seek additional assistance. (ABL)

ED 350 530 CG 024 584

Guidance Advancement Plan.
PUB DATE- Apr 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

describe hearings, committee considerations, oversight findings, and cost estimates. An inflationary impact statement is followed by a section-by-section analysis of the amendment and changes in the existing law that would be made by the bill. (NB)

ED 350 549 CG 024 604

Preventing HIV Infection among Youth.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Alcohol Abuse; At Risk Persons; *Chronic Illness; Drug Abuse; *Prevention; *Public Health; *Youth Problems

This document notes that a recent threat to American's youth is the risk of infection from the human immunodeficiency virus (HIV). It views youth at high risk for alcohol or other drug use as also being, in all probability, at highest risk for exposure to HIV, and suggests that programs set up to prevent adolescents from becoming involved with alcohol or other drugs can apply many of the same principles to stopping the spread of HIV. The information presented in this technical report was selected to inspire organizations to join in the prevention effort, to provide an outline for developing or adding to a program, and to direct staffs to a variety of resources. It presents recent statistics on the prevalence of HIV infection among adolescents, the epidemiology of the disease among this age group, and groups at highest risk for infection. The section on adolescents at highest risk focuses on ethnic and racial youth, adolescent homosexual and bisexual males, adolescent females, runaway and homeless youth, delinquent and incarcerated youth, and sexually abused youth. The document provides a brief overview of methods for starting a program and building community support. Strategies found effective in intervening with youth at risk for HIV exposure are described, references are provided, and a list of national resources is appended. (NB)

ED 350 550 CG 024 605

Sandhu, Daya Singh; Asrabadi, Badiolah Rostami
An Assessment of Psychological Needs of International Students: Implications for Counseling and Psychotherapy.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; College Students; *Counseling Services; *Foreign Students; Higher Education; *Needs Assessment; *Psychological Needs; *Psychotherapy; Stress Variables

There is a general consensus that international students are a high-risk group who have a far greater number of psychological problems than their counterpart U.S. students. International students experience a number of problems due to the massive adjustments they are required to make abruptly in their social and academic lives. A review of the literature relating to the

"Women and Literacy: Summary of Discussions at the International Linkoping Seminar" (Ulla-Britt Persson and Neelam Hussain); and (15) "Concluding Remarks, Suggestions and Recommendations" (Eve Malmquist). (RS)

ED 350 570 CS 011 050

Bouffler, Chrystine, Ed.
Literacy Evaluation: Issues & Practicalities.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Foreign Countries; *Literacy; Parent Participation; Political Issues; *Student Evaluation; Whole Language Approach; Writing Evaluation
IDENTIFIERS- Australia; Great Britain; United States

Recognizing that increasing pressure for greater accountability has accompanied recent economic changes, this book presents 11 articles on literacy evaluation and assessment. They are: (1) "Evaluation: A Political Issue" (Wendy Crebbin); (2) "Understanding Evaluation" (Kaye Lowe and Bill Bintz); (3) "A Difficult Balance: Whole Language in a Traditional US School" (Penny Freppon); (4) "System-Wide Assessment: Profiling Performance" (John Dwyer) (5) "Assessing the English Language Needs of ESL Students" (Lexie Mincham); (6) "The Primary Language Record: What We Are Learning in the UK" (Myra Barrs); (7) "Assessing Students' Writing: A Hands-On Guide from the Northern Territory" (Vivienne Hayward); (8) "Are Profiles Enough?" (Chrystine Bouffler); (9) "Side-by-Side: Responsive Evaluation in a Whole Language Classroom" (Jan Hancock); (10) "Parents and Assessment" (Ros Fryar and others); and (11) "Developing a Multidimensional Interactive Information Network" (Heather Fehring). (SR)

ED 350 571 CS 011 052

Olmsted, John
Reading with Young Children: A Parent's Guide.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Parent Influence; Parent Participation; *Parents as Teachers; Primary Education; Reading Attitudes; *Reading Improvement; *Reading Instruction; Reading Processes; *Young Children
IDENTIFIERS- Emergent Literacy; *Reading Motivation

Intended for parents, this illustrated booklet shares ways of helping children read that parents and teachers around the United States have found to work best. It focuses on helping parents create a supportive, pressure-free environment where reading at home is an enjoyable time, and where books are valued and reading is recognized as a vital skill. The booklet's sections discuss: (1) When do children learn to read? (2) How can I help? (3) When your children get stuck; (4) What about mistakes? (5) Television; (6) Listening to children read; (7) Making it fun; (8) Choosing books; (9) Reading aloud; (10)

that the good school leader collegially envisions, creates, and sustains settings in which thoughtful teaching and learning may take place. High quality schools are places where people--children and adults--discover the power of understanding and where they eschew technocratic and irrational "programmatic skill-acquisition." (Seven figures illustrating aspects of the four theses are included; 21 references are attached.) (RS)

ED 350 591 CS 011 074

Floyd, Sandra N.
Involving Parents in Whole Language Kindergarten Reading Program.
PUB DATE- Jul 92
NOTE- 78p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Beginning Reading; Childrens Literature; Kindergarten; *Parent Education; *Parent Participation; *Parents as Teachers; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Programs; *Whole Language Approach
IDENTIFIERS- Emergent Literacy

A practicum developed a whole language kindergarten at-home reading program. The target group was 27 sets of parents of children in a kindergarten classroom who volunteered to participate. The objectives were to increase the parents' knowledge of whole language techniques; increase their level of comfort in using whole language techniques at home with their children; and increase the parents' ability to judge critically the quality of children's literature books for instructional use. During a 12-week program, parents in the target group were instructed in whole language techniques and given a parent booklet on whole language written by the practicum researcher. Following an orientation session, the parents and their children read quality children's literature books at home together and then used whole language techniques to extend the reading activities. Critical thinking skills were required of the parents as they filled out weekly questionnaires on each of the books used in the program. The success of the project was documented through the evaluation data gathered, including the weekly returns of Parent Response Forms representing an 85% response rate. (A 27-item bibliography is attached. Appendixes include parent surveys, survey data, a parent whole language handbook, a book list, a whole language direction sheet, and a parent response form.) (SR)

ED 350 592 CS 011 075

Fountain, Ruth Lee
Development of a Study Skills Packet To Improve Grades in Ninth and Tenth Grade Students.
PUB DATE- Jul 92
NOTE- 137p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *English Instruction; *Grade 9; *Grade 10; High Schools; Inservice Teacher Education; *Instructional Materials; *Mathematics Instruction; Notetaking; *Study Skills; Teacher Developed Materials; Test Wiseness
IDENTIFIERS- Florida; SQ3R Study Formula

A practicum developed a program of study skills to improve grades of ninth and tenth grade students in English and mathematics

ED 350 612 CS 213 547

Policy for English Language Arts, Kindergarten to Grade Twelve for Saskatchewan Schools. Summary Paper.
PUB DATE- Jun 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *English Instruction; Foreign Countries; *Language Arts
IDENTIFIERS- Canada; *Saskatchewan

This summary paper, the result of an ongoing collaborative process, presents an extended policy statement for English Language Arts K-12 in Saskatchewan, Canada. The paper is in five major sections: (1) Introduction; (2) Foundations and Principles (outlining the value of language--both dynamic and rule-governed--as a foundation for the English Language Arts curriculum); (3) Curriculum Goals (including five charts of specific instructional goals and learning outcomes for specific phases); (4) Organizing for Instruction (curriculum overview, including sections on integration, personal growth, special needs students, Indian and Metis students, multicultural classrooms, designated French school students, experiential learning, and resource-based learning); and (5) Curriculum Framework. (SR)

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ED 350 613 CS 213 559

Conely, James
A Class Exercise in Proofreading: Getting Students To Read What They Write.
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Error Correction; Higher Education; *Peer Evaluation; *Proofreading; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Error Monitoring

Since students enter college with a basic knowledge of the mechanics of writing, including grammar, spelling, and punctuation, most student writing mistakes amount to a failure to see what they have actually written. Thus, instructors must help students to apply knowledge they already have and to see their own errors through careful proofreading. Textbook techniques for teaching proofreading skills are academic and impersonal, and therefore not very useful. Getting students to recognize problems in their writing is an important challenge which is best dealt with in class exercises. Small group work, in which students read and comment on the work of the other group members, is effective. In a directed class exercise, students exchange and read papers that have not been marked. They read individually without discussion with the writers, after which they must answer objective questions about the

local businesses connected with advertising. The payoff from the seminar has been excellent, including enhanced reputation and greater student success. All schools should accept the responsibility of teaching job skills, integrate a similar seminar into the curriculum, provide students with professional contacts, regularly experiment with the course, and implement a tracking system. (HB)

ED 350 633 CS 507 936

Andsager, Julie L.
Differentiating Media Practices: How Demographic Variables Relate to Support for Freedom of the Press.
PUB DATE- 6 Aug 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Analysis of Variance; *Demography; Educational Attainment; *Freedom of Speech; *Journalism; *Mass Media Role; Moral Issues; Political Attitudes; *Public Support; Sex Differences

Public support for various media rights was examined in this study. Data were analyzed from a national probability sample of 1,508 adults, with items pertaining to media formed into three indexes: Morality, Routine Journalism, and Identification. These indexes were used as dependent variables in a multiple analysis of variance test based on the demographic variables of sex, age, education, and political orientation. Results indicated that: (1) men supported all rights significantly more than women, with greater disparity for routine journalism practices; (2) support for media rights was higher at the left side of the political spectrum than the right, especially for practices that relate to moral issues; (3) as education increased, support for rights tended to increase, with the greatest change occurring for routine journalism practices; (4) increasing age seemed to be associated with decreasing support; and (5) identification of rape victims and juveniles charged with crime received little support from any group. (Three tables and 4 figures of data are included; 27 references are attached.) (Author/RS)

ED 350 634 CS 507 942

Ready, Patricia M.
The Diffusion of New Math.
PUB DATE- Aug 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; *Diffusion (Communication); *Educational Change; Educational History; *Educational Innovation; Educational Trends; Elementary Secondary Education; *Mathematics Instruction; *Models; *Modern Mathematics; Public Opinion
IDENTIFIERS- Educational Issues

that the length of negotiation time, legal service costs, and use of professional negotiators have remained unchanged. However, much uncertainty exists about what issues can be negotiated in collective bargaining. Recommendations are made to continue coverage of public school employees under PERA provisions and for passing legislation to clarify negotiable issues. One table is included. Appendices contain the survey findings and agency responses. (LMI)

ED 350 653 EA 024 313

James, Estelle
Private Finance and Management of Education in Developing Countries: Major Policy and Research Issues. Issues and Methodologies in Educational Development: An IIEP Series for Orientation and Training, 5.
PUB DATE- Nov 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; *Educational Finance; *Educational Planning; Elementary Secondary Education; Foreign Countries; Higher Education; *Private School Aid; *Public Education; Supply and Demand

Despite substantial government investment in education in developing countries over the past 4 decades, progress has been uneven and large groups still have very limited access. Since the public sector is unlikely to ameliorate this situation, many countries see an increasing role for the private sector. This paper summarizes current knowledge about private finance and educational management and draws implications for the public policies that will shape the private sector's role over the next decade. Chapter 1 discusses the proportion of total private education enrollments in developed and developing countries and explains why this proportion varies widely from one country to another. Chapter 2 examines the available international evidence concerning differences between public and private schools and universities, focusing on variables such as cost, product mix, quality, and efficiency. Chapter 3 examines in some detail the wide variety of public policies toward the private sector, highlighting issues and problems related to fee financing, public subsidies, government controls, and potential religious, racial, or socioeconomic segregation of the student body. A checklist of questions for policy makers is included, along with tentative conclusions about the proper use of scarce public funds and the role of private-sector funding in education. (MLH)

ED 350 654 EA 024 314

Anderson, Lorin W.
Increasing Teacher Effectiveness. Fundamentals of Educational Planning, 39.
PUB DATE- 91
NOTE- 134p.; Publication support provided by the Swedish International Development Authority (SIDA).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

regular school positions and attend evening classes. During June, participants attend evening classes. After successfully completing the program, participants receive a master's degree with a concentration in educational leadership and are eligible for New York State certification as a school administrator and supervisor. The program has been successful in achieving its goals. By June 1992, 27 out of 34 respondents to the 1991-92 followup survey (79.4 percent) were working in supervisory/administrative capacities; 3 of these respondents attained acting principalships. All received New York State certification. Respondents' program ratings are discussed, along with conclusions and recommendations. Appendices contain tables of gender/minority pedagogical supervisor figures for New York City and followup survey data. (MLH)

ED 350 673 EA 024 357

Cookson, Peter W., Jr., Ed.
The Choice Controversy.
PUB DATE- 92
NOTE- 231p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Opportunities; Educational Philosophy; Elementary Secondary Education; Equal Education; Foreign Countries; Free Enterprise System; Government Role; Nontraditional Education; Private School Aid; *Private Schools; *School Choice

Issues in school choice--constitutionality, feasibility, equity, and educational productivity--are examined in this book. The controversy requires an ongoing analysis of the origins of the school-choice movement, the kinds of plans proposed and implemented, their educational and social consequences, and the philosophical assumptions underlying the argument that increased freedom of choice leads to improved student achievement and social equity. The first part centers on the political and philosophical issues of school choice. Articles include "Choice Orientations, Discussions, and Prospects," by Mary Anne Raywid; "Minerva and the Market: The Sources of the Movement for School Choice," by Kevin J. Dougherty and Lizabeth Sostre; "Choice: The Fundamentals Revisited," by Jeffrey Kane; "Do Parents Choose School Quality or School Status? A Sociological Theory of Free Market Education," by Amy Stuart Wells and Robert L. Crain; and "The Ideology of Consumership and the Coming Deregulation of the Public School System," by Peter W. Cookson, Jr. The second part provides alternative ways of examining the school-choice issue. Articles include "Public Subsidies for Private Schools: What Do We Know and How Do We Proceed?" by John F. Witte; "Do Private Schools Outperform Public Schools?" by Albert Shanker and Bella Rosenberg; "Private Citizenship and School Choice," by Michael Johanek; "The Dutch Experience with School Choice: Implications for American Education," by Frank Brown; and "Issues of Choice: Canadian and American Perspectives," by Stephen B. Lawton. References accompany each chapter. (LMI)

ED 350 674 EA 024 358

Stockard, Jean; Mayberry, Maralee
Effective Educational Environments.
PUB DATE- 92

Education; *Leadership; *Leadership Qualities; Measurement
Techniques; Personality; *Personality Measures; *Testing
Problems

The relationship between measurements of personality and leadership is described in this paper. Following an introduction and a statement of the problem, the first part discusses the principles of measurement, beginning with the basic issues and assumptions and going on to examine various aspects of validity, reliability, instrument construction, and performance testing. The second part discusses personality and its definition, personality and leadership, traits and criticism of traits, adult personality development, identity, and personality testing. Issues in the study and measurement of leadership are described in the next part, with a focus on the uses of different instruments to measure leadership. Methods used by assessment centers are examined in the fourth part, with attention to the pros and cons of psychological testing and leaderless group discussions. The final part summarizes topics covered in each of the preceding sections. One conclusion is that the assessment center method is effective for direct observation of job-related skills, but that tests should be carefully selected, administered, and scored. The design of personnel policy must correspond with the use of appropriate measures. (Contains 86 references.) (LMI)

ED 350 695 EA 024 385

Wendel, Frederick C.; And Others
Do Graduate School Admissions Tests Relate to Assessment Center Dimensions?
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Administrator Education; *Aptitude; *Aptitude Tests; Assessment Centers (Personnel); *College Entrance Examinations; *Educational Administration; Graduate Study; Higher Education; Predictive Measurement; Predictive Validity; Scores; Test Validity
IDENTIFIERS- Graduate Record Examinations; Miller Analogies Test

Findings of a study that examined the relationship between aspiring educational administrators' graduate school admissions test performances and their assessed skill dimensions are presented in this paper. Specifically, the study sought to determine the relationship between graduate admissions test scores, as measured by the Miller Analogies Test (MAT) and the Graduate Record Examination (GRE), and the applicants' skill dimensions, as measured by the Assessment Center Project of the National Association of Secondary School Principals (NASSP). The assessment enter obtained samples of participants' job-related behaviors to predict their administrative aptitudes. Methodology involved analysis of the admissions test and assessment scores of 121 participants. Findings indicate that admissions test score did not reflect the applicants' job-related behaviors, though those with high admissions test scores were almost twice as likely to receive high on-the-job ratings. The recommendation is made to develop a standardized, national graduate entrance test to assess analytic ability and administrative aptitude. One table is included. (Contains 25 references.) (LMI)

ED 350 696 EA 024 386

equity. Principal leadership does not always empower others. The recommendation is made for SBM to be restructured around the notions of improvement, equity, and equal opportunity. (Contains 29 references.) (LMI)

ED 350 717 EA 024 426

Renchler, Ron
Financial Equity in the Schools. ERIC Digest, Number 76.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); *Educational Finance; *Educational Opportunities; Elementary Secondary Education; Equalization Aid; Expenditure per Student; Finance Reform; *School District Spending
IDENTIFIERS- ERIC Digests

Issues in school funding inequities are discussed in this Digest, which points out that funding inequity exists among inner-city, rural, and urban schools. The extent of the disparities that exist in per-pupil spending between wealthy and poor school districts within states is described. Reasons for funding inequities include the built-in inequity of school district financing and the inefficiency of the state equalizing formulas. A review of recent court rulings between 1968 and 1990 reveals that although the courts overturned many financing plans, clear guidelines for remedying the fiscal inequity have not been provided. A review of literature indicates that school expenditures per se are not generally related to improved student academic performance. However, the way in which educational funding is used affects student achievement. Future issues to be addressed are financial equity across states and among schools at the state level. (Contains 11 references.) (LMI)

ED 350 718 EA 024 427

Flinspach, Susan Leigh; Ryan, Susan P.
Vision and Accountability in School Improvement Planning.
PUB DATE- Oct 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Board Administrator Relationship; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Governing Boards; *Institutional Mission; *Policy Formation; Principals; Program Development
IDENTIFIERS- *Chicago Public Schools IL

The ongoing planning of school improvement in the Chicago Public Schools is examined in this paper. The Chicago School Reform Act required that principals consult with their local school councils (LSCs), staff, parents, and community members to develop a three-year school improvement plan (SIP). Data were derived from two studies: the first examined LSCs in 14 schools (10 elementary and 4 high schools); and the second investigated participant roles in the SIP process in three of the elementary schools. Methodology involved onsite observations and interviews. The first chapter describes the SIP revision

Arkansas. Guidelines are included to: (1) enable school districts to establish equitable criteria for identification of gifted and talented students; (2) establish programs which will lead to appropriate educational opportunities for these students; and (3) establish procedures to evaluate the effectiveness of the provisions of these educational opportunities. The guidelines cover: funding provisions, community involvement, staff development, personnel, identification, program options, curriculum, and evaluation. Appendices include a community resource survey instrument, incentives and guidelines for staff development activities, duties of coordinators of gifted programs, possible assessment instruments, criteria for evaluating curriculum materials, and state and national activities in which Arkansas students participate. (JDD)

ED 350 739 EC 301 545

Ritter, Carol
Effects of the Year Round School Calendar on Gifted and Talented Students.
PUB DATE- Aug 92
NOTE- 46p.; Master's Thesis, Sam Houston State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Extended School Year; *Gifted; Grade 6; Intermediate Grades; *Mathematics Achievement; Program Effectiveness; *School Effectiveness; School Schedules; *Talent; *Year Round Schools

This study compared the academic math achievement of two homogeneous classes of gifted and talented sixth graders, with one group attending year-round school (N=22) and the other group following the traditional school calendar (N=26). Both groups were taught the same pre-algebra math program in the 1991-1992 school year, and data were gathered using a mid-year competency test and an end-of-year competency test. Results indicated that the traditional school students outscored the year-round students at mid-year. However, by the end of the year it was found that the year-round students slightly outscored the traditional school students. The year-round students' scores remained constant throughout the year, while the traditional school students' scores had a sharp rise at mid-term and a sharp drop at the end of the year. However, the difference at the end of the year did not compute to be a significant difference. The paper concludes that there was no significant difference in the sixth grade math achievement of gifted and talented students attending school year-round and traditional school year students, but the year-round school students' scores stayed more constant, which might indicate that a more steady learning process occurred with these students. (Contains 15 references.) (Author/JDD)

ED 350 740 EC 301 546

Hanley, Barbara
Characteristics of Families with a Child/Adolescent Who Has a Dual Diagnosis.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 92
NOTE- 20p.; For related documents, see ED 335 161, ED 338 403, ED 340 160-161, and ED 343 677.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Attitudes; *Change Strategies; Curriculum; *Disabilities; Educational Policy; *Mainstreaming; National Surveys; *Negative Attitudes; Parent Attitudes; Preschool Education; Student Placement; Teacher Attitudes

A national survey was conducted to determine the presence of barriers to placing preschool children with disabilities in normalized education environments. The survey inquired about education policy as well as attitudes, curricula, and methods. Surveys were sent to 278 educators, administrators, and parents, with a 53 percent response rate. Respondents ranked eight areas as possible disincentives to placing children with disabilities in normalized settings, with the following results: personnel training and standards was highest as a disincentive, with values and attitudes and fiscal/contracting policies also ranking high. Responses on this issue varied considerably by subgroup. For example, all parents and all directors of Head Start Technical Assistance programs felt that attitudes were a barrier, but over half the child care directors, Head Start directors, and state directors of special education felt that attitudes were not a barrier. Attitudes were categorized as follows: turf issues; teacher preparedness; awareness; the feeling that either the nondisabled or disabled child will receive a lower quality education ("someone will lose"); and the issue of communication, collaboration, and respect. Strategies for solving these barrier problems are presented. An appendix lists seven organizational resources for information on early childhood policies and programs. (Contains 14 references.) (JDD)

ED 350 759 EC 301 566

Langmyer, David B.; Huntington, Gail S.
Developing Effective Program Evaluations: Fact Pack .
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Evaluation Utilization; *Formative Evaluation; *Human Services; Measurement Techniques; *Program Evaluation; Program Improvement; Program Validation; Reports; Respite Care; *Self Evaluation (Groups); *Summative Evaluation

This information package offers guidelines on conducting program evaluations to improve services. Though the examples relate specifically to respite care services for families of individuals with disabilities, the information is more generally applicable. In the first of four factsheets, titled "Local Program Evaluation," the form of evaluation focuses on continuous quality improvement, and programs are seen as evolving and improving as they get information about their

Kulik, James A.
An Analysis of the Research on Ability Grouping: Historical and Contemporary Perspectives. Research-Based Decision Making Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Acceleration (Education); Curriculum; Educational Practices; Elementary Secondary Education; Enrichment Activities; *Grouping (Instructional Purposes); *Homogeneous Grouping; *Instructional Effectiveness; Meta Analysis; Outcomes of Treatment

Meta-analytic reviews have shown that the effects of grouping programs depend on their features. Programs that entail only minor adjustment of course content for ability groups usually have little or no effect on student achievement. In some grouping programs, for example, school administrators group students by test scores and school records and then expect all groups to follow the same basic curriculum. Under this approach, pupils in middle and lower programs learn the same amount as equivalent students do in mixed classes, while students in the top classes outperform equivalent pupils from mixed classes by about 1 month on a grade-equivalent scale. Self-esteem of lower aptitude students rises slightly and self-esteem of higher aptitude students drops slightly. Grouping programs that entail more substantial adjustment of curriculum to ability have clear positive effects on children. In cross-grade and within-class programs that provide both grouping and curricular adjustment, pupils outperform equivalent control students from mixed-ability classes by 2 to 3 months on a grade-equivalent scale. Programs of enrichment and acceleration, which usually involve the greatest amount of curricular adjustment, have the largest effects on student learning, with talented students from accelerated classes outperforming nonaccelerates of the same age and intelligence quotient by almost 1 full year on achievement tests. Talented students from enriched classes outperform initially equivalent students from conventional classes by 4 to 5 months on grade equivalent scales. (Contains over 200 references.) (Author/JDD)

ED 350 778            EC 301 589

Neufeld, G. Ronald; Stevens, Allen
A Summary of Research on School Dropouts and Implications for Special Education. Stay in School Initiatives, Book 1.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; Dropout Programs; *Dropout Research; *Dropouts; Foreign Countries; *High Risk Students; Intervention; Secondary Education; Special Education; Student Characteristics

This publication, the first in a series of three monographs on school dropout research, is designed to provide background information as a foundation for local programs planning throughout the Canadian provinces. Topics in this monograph include definitions of dropouts, characteristics of persons who

NOTE- 137p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Disorders; Computer Software; Cultural Differences; Delivery Systems; *Disabilities; Early Intervention; *Educational Research; Educational Technology; Elementary Secondary Education; Emotional Disturbances; Family Programs; *Federal Programs; Handicap Identification; Instructional Effectiveness; Postsecondary Education; Preschool Education; *Program Descriptions; Severe Disabilities; *Special Education; Student Evaluation; Teacher Education; Teacher Supply and Demand; Teaching Methods

This 1992 edition provides basic information on all research projects funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education, through December 1991. Abstracts of 198 projects are separated into 10 sections according to the primary focus of the study. The 10 sections include: "Assessment and Evaluation"; "Cultural Differences"; "Infants, Young Children, and Families"; "Instructional Effectiveness, Models, and Learning"; "Policy and Service Delivery Issues"; "Secondary Education and Postsecondary Outcomes"; "Serious Emotional Disturbance and Behavioral Disorders"; "Severe Disabilities"; "Teacher Training, Retention, and Supply and Demand"; and "Technology and Software." The entry for each research project provides such information as principal investigator name and address, grant number, beginning and ending date, purpose, method, and anticipated products. Indexes are provided for access to the abstracts by principal investigator, institution, and subject. (JDD)

ED 350 800 EC 301 614

Gilman, Cheri J.; And Others
Responses to Working Paper 1: Conceptual Model of Educational Outcomes for Children and Youth with Disabilities. Synthesis Report 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 41p.; For Working Paper 1 (Revised), see EC 301 343.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Measurement Techniques; *Models; *Outcomes of Education; *Student Educational Objectives

This synthesis paper represents the input of 60 respondents to a working paper on a conceptual model of educational outcomes for children and youth with disabilities. The input is organized around the broad areas of: (1) underlying assumptions, (2) the conceptual outcomes model and indicators, (3) unresolved issues, and (4) general comments/concerns. Each of these sections includes a synthesis of comments that reflect support for a particular position, concerns, suggested alternatives or refinements, and sample comments. Comments related to the specific assumptions underlying the conceptual model of educational outcomes are summarized first, with one assumption about the model of outcomes, three about the indicators used to

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Behavior Change; *Behavior Modification; *Behavior Problems; Consultation Programs; Delivery Systems; Ecological Factors; Educational Change; Ethics; Family Influence; *Instructional Development; Interpersonal Competence; *Intervention; *Learning Problems; Legal Responsibility; Models; Observation; Parent Teacher Cooperation; Preschool Education; Student Evaluation; Theory Practice Relationship

This book aims to help in developing interventions for preschool children with learning and behavior problems, guided by a scientist-practitioner model that integrates research and deals effectively with the realities of practice. The book emphasizes a theory of psychosocial change rather than developmental theories. The book is written for readers with prior training in social cognitive interventions, applied behavior analysis, behavioral research methods, parent and teacher consultation, measurement, and legal and ethical issues related to assessment and intervention. Individual chapters address the following topics: (1) framework for assessment and intervention, emphasizing the importance of the scientist-practitioner model, the importance of both creative and reflective practice, collaborative problem solving, naturalistic intervention design, and empirical and accountable practice; (2) the need for change in assessment practices; (3) consultation-based service delivery and ecobehavioral and functional assessment; (4) observation techniques; (5) selecting target behaviors and strategies for change; (6) developing new behaviors and modifying existing behaviors; (7) managing severe problem behaviors; (8) changing roles within family systems; (9) interventions for severe and risk-related problem behaviors; (10) the classroom as ecosystem; (11) social skills, disruptive behaviors, and safety-related interventions; and (12) legal, ethical, and professional principles related to intervention decisions and accountability. (Contains over 600 references.) (JDD)

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ED 350 818 EC 301 646

Kluwin, Thomas N., Ed.; And Others
Toward Effective Public School Programs for Deaf Students: Context, Process, and Outcomes. Special Education Series.
PUB DATE- 92
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Athletics; Career Development; Cultural Differences; Deaf Interpreting; *Deafness; Educational History; *Educational Methods; Educational Practices; Elementary Secondary Education; Extracurricular Activities; *Hearing Impairments; *Instructional Effectiveness; Interpersonal Communication; Interpersonal Relationship; *Mainstreaming; Parent School Relationship; Performance Factors; Program Development; Program Effectiveness; *Public Schools; *School Effectiveness; Social Integration; Socialization; Student Placement

This book's aim is to define and clarify the issues involved in the education of deaf and hard of hearing children in local public schools, to bring to light the accumulating research in as important a role as linguistic needs in intercultural language instruction. Second, ways the teacher can increase cultural sensitivity before entering the classroom are discussed, including developing one's own personal understanding of culture, acknowledging the link between language and culture in the human experience, understanding the classroom as culture and the effect of language learning on the student's interpretation of reality, and developing a sense of oneself as a cultural being. The classroom context is then addressed. Common stages of and student reactions to acculturation are examined and two strategies for dealing with students as they undergo these stages are offered. Issues of English language variation and dialects are outlined. Finally, three methods teachers can use to practice their cultural sensitivity are presented. A brief annotated resource list and a 53-item bibliography are appended. (MSE)

ED 350 837 FL 020 620

Harlow, S. J., Ed.; Warner, A. R., Ed.
York Papers in Linguistics, 16.
PUB DATE- Jun 92
NOTE- 201p.; For individual articles, see FL 050 621-629.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bantu Languages; Chinese; Discourse Analysis; English; Foreign Countries; German; *Grammar; Interpersonal Communication; *Language Patterns; Language Research; Language Variation; Linguistic Borrowing; Linguistic Theory; *Phonology; Regional Dialects; Sentence Structure; Swahili; *Uncommonly Taught Languages; Verbs
IDENTIFIERS- Anaphora; Singapore; *Xhosa

Articles on diverse areas of linguistics include the following: "Correlative Constructions in Chinese" (Steve Harlow, Connie Cullen); "Xhosa Isinkalakahliso Again" (John Kelly); "Conversational Phonetics: Some Aspects of News Receipts in Everyday Talk" (John Local); "Parametric Interpretation in Yorktalk" (Richard Ogden); "English in Contact with Other Languages: English Loans in German after 1945" (Charles V. J. Russ); "From Reanalysis to Convergence: Swahili-Amba" (Joan Russell); "Post-Vocalic /r/ in Singapore English" (Tan Chor Hiang, Anthea Fraser Gupta); "A Lexical Default Account of English Auxiliaries" (Anthony R. Warner); and "Discourse Anaphora in Chinese: A Rhetorical Predicate Account" (Guobin Wu). (MSE)

ED 350 838 FL 020 621

Harlow, Steve; Cullen, Connie
Correlative Constructions in Chinese.
PUB DATE- Jun 92
NOTE- 19p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620. An earlier version of this paper was presented at the autumn meeting of the Linguistics Association of Great Britain (1986).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Chinese; Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Pronouns; *Sentence Structure
IDENTIFIERS- *Anaphora

An analysis of correlative constructions in Chinese that: (1)

form, and lesson and note references. (MSE)

ED 350 860 FL 020 694

Thompson, Richard T.
Chinese Language Study Abroad in the Summer, 1990. Final Report.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 40p.; Project number P017A9004689A.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese; Foreign Countries; Higher Education; Program Descriptions; Second Language Instruction; *Second Language Programs; Student Needs; *Study Abroad; *Summer Programs
IDENTIFIERS- *China; Hong Kong; Taiwan

After an analysis of the changing numbers of Americans studying Chinese abroad and of Sino-American academic exchanges after the Tiananmen events of 1989, this paper reports on visits to summer language programs. Enrollments were down by 13 percent between the summer of 1988 and 1989, but down by 50 percent between 1989 and 1990. The following programs are described: the Taipei Language Institute in Taiwan; the Chinese University of Hong Kong; and eight university-related programs in the People's Republic of China (PRC). At each site information was solicited on the numbers and types of students, career goals, level of language study, reasons for selecting the program of choice, etc. Not all information was obtained at all sites. It is noted that the quality of the language training offered is the least important issue to be considered, and that a more significant one is the degree to which the overseas program is compatible with the students' home program. It is concluded that the increase in the number of students studying Chinese abroad in the summer has resulted in an affluence of short-term programs about which insufficient information is available. Most students do not have adequate knowledge about the suitability of the various programs to their personal needs. The importance of informing new or rekindled overseas programs about American needs is emphasized. (LB)

ED 350 861 FL 020 695

Donoghue, Frank
Teachers' Guides: A Review of Their Function. CLCS Occasional Paper No. 30.
PUB DATE- 92
NOTE- 55p.; An earlier version of this paper was submitted in fulfillment of the dissertation requirement of the M. Phil. in Applied Linguistics, Trinity College, Dublin, Ireland.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Guides; *English (Second Language); Foreign Countries; Instructional Materials; *Language Teachers; Questionnaires; *Second Language Instruction; Second Language Learning; *Teaching Guides; Teaching Methods

Originating from a concern with the quality of teachers' guides that accompanying English language course books, this report examines the amount of importance they are accorded and the type of information they contain. The first section discusses worksheets that help students improve reading and writing skills relating the topics of the three chapters. (NLA)

ED 350 396 CE 061 986

Penn, Alexandra
Integrating High School English and Vocational Education through Teacher Collaboration, Cross-Curricula Activities, and Applied Communications.
PUB DATE- 92
NOTE- 134p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Education; Basic Skills; Dropout Prevention; Dropout Rate; Educational Change; Educational Cooperation; *English Instruction; High Schools; *Integrated Curriculum; Job Skills; Practicums; Problem Solving; Program Development; Program Implementation; School Business Relationship; School Restructuring; *Team Teaching; Technological Literacy; *Vocational Education

The aim of a practicum was to integrate language arts and vocational education at the high school level. The following strategies were used: collaboration with vocational teachers; development of cross-curricula activities; reinforcement and evaluation of communication skills in the vocational areas; infusion of occupational relevancy into academics; facilitation of cooperative learning and relevant problem solving; and staff, counselor, and administrator orientation. Two corollary aims were to increase students' communication skills as measured by the State Scholastic Aptitude Test (SSAT) Part 1, and to reduce the dropout rate. Targeted subjects were 100 high school seniors enrolled in 2 Basic Skills English classes and 60 sophomores and juniors enrolled in 3 English II classes. A comprehensive integration plan was designed in which solution strategies were implemented and incorporated into normal class schedules over 35 weeks. Results were positive; objectives were met. Data (teacher and student surveys) revealed the following: (1) teacher collaboration, cross-curricular activities, and applied communication skills could increase integration; (2) students' communication skills increased 5 percent as measured by the SSAT; and (3) the dropout rate was reduced compared to nonpracticum English students. (Appendixes include 57 references; English curricula; surveys and results; memos to teachers; and teacher/administrator and parent orientation materials.) (YLB)

ED 350 397 CE 061 987

Kelly, Kevin R., Comp.
Discretionary National Programs. Abstracts of Projects Funded in FY 1991.
PUB DATE- Jul 92
NOTE- 196p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Adult Basic Education; *Adult Education; American Indian Education; *Basic Skills; Bilingual Education; Building Trades; Cooperative Programs; Coordination; Correctional Education; Dislocated Workers; Educational Cooperation; Educational Research; Federal Aid; Federal Programs; *Literacy Education; *National Programs; Postsecondary Education; Secondary Education; Technology;

women; examples of funding priorities; equitable participation of special populations; equipment restrictions; consortia arrangements; allocation to area schools; alternative postsecondary formula; consumer and homemaking administrative costs; technical assistance; incentives for special populations; reporting requirements; and independence of state councils. The second section is comprised of the final regulations, Department of Education analysis of comments and changes, and reporting requirements. A complete index to the regulations is appended. (YLB)

ED 350 414 CE 062 084

Skills and Tasks for Jobs. A SCANS Report for America 2000.
PUB DATE- 91
NOTE- 545p.; For related documents, see ED 332 054 and ED 346 348.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Education; Difficulty Level; Education Work Relationship; Employment Qualifications; *Job Analysis; *Job Skills; *Labor Force Development; *Occupational Information; Postsecondary Education; Secondary Education; Skill Analysis; Task Analysis; Vocational Education

This report identifies generic competencies (skills necessary for success in the workplace) and foundations (skills and qualities underlying the competencies). Chapter 1 explains use of this report to help educators make high school courses more relevant to the needs of a modern work force and to help employers ensure that their employees possess appropriate, up-to-date skills. Development of the material is described. Chapter 2 contains definitions of the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and foundation skills, followed by displays of job tasks in descending levels of difficulty. A two-page display of each competency/foundation skill provides a definition of the skill and illustrative tasks, along with corresponding job titles. Tasks are arranged in rows, with a maximum of three distinct tasks per row. Rows are arranged in ascending order of difficulty. Chapter 3 lists the task descriptions of 35 jobs clustered in the following areas: health and human services; office, financial services, government; accommodations and personal business; manufacturing, agribusiness, mining, construction; and trade, transportation, and communication. Chapter 3 also contains information about the importance of the competency and foundation skills required for these jobs. Two tables present the means and standard deviations of the ratings for all jobs for competencies and foundation skills determined through interviews with people holding these jobs. Information is then provided for each job, grouped by the five sectors of the economy. For each job, a brief general description is given. Next, the mean and standard deviations of the competencies and foundations are shown for that job. Following these data, illustrative tasks are provided that demonstrate the use of some skills. The appendix contains information on 15 additional jobs. (YLB)

ED 350 415 CE 062 086

Workforce Education. Hotel and Motel Workers. A Section 353 Demonstration Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 91

ED 350 433 CE 062 115

Civil Engineering Technology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 145p.; For the program standards, see CE 062 116.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Analytic Geometry; *Behavioral Objectives; Calculus; *Civil Engineering; Competency Based Education; Construction (Process); Construction Materials; *Course Content; Course Descriptions; Design Requirements; *Drafting; Employment Potential; Engineers; Entry Workers; Job Skills; Physics; Plane Geometry; Program Guides; Programing; State Curriculum Guides; Technical Education; Technical Institutes; Trigonometry; Two Year Colleges
IDENTIFIERS- Georgia; Surveying (Engineering)

This program guide presents civil engineering technology curriculum for technical institutes in Georgia. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses (economics, composition, technical communications, college algebra, college trigonometry, calculus and analytic geometry, physics I-III, and introductory psychology); fundamental technical courses (civil engineering drafting I-II, descriptive geometry, computer programming, engineering technology professions, and computer-assisted design I); and specific technical courses (statics and dynamics, construction cost estimating, structural steel design/drafting, basic land surveying, reinforced steel design/drafting, basic land surveying, reinforced concrete design, senior design project, and strength of materials. Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An appendix to the guide lists equipment needed for the program. (NLA)

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ED 350 434 CE 062 116

Civil Engineering Technology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 95p.; For the program guides, see CE 062 115.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Engineering; Competency Based Education; Program Development; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the civil engineering program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment,

Postsecondary Education; Printing; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a printing/graphics technology program. It includes specializations in art and copy preparation, prepress/image assembly, and lithographic press operations. The guide contains four major sections. The General Information section contains an introduction giving an overview and defining the purpose and objectives; a program description, including admissions requirements, typical job titles, and an accreditation and certification statement; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections describe the courses under the following categories: General Core Courses (English, general mathematics, interpersonal relations and professional development); Fundamental Technical Courses (introduction to computers, introduction to printing industry); and Specific Technical Courses of which there are 28, including art and copy preparation, type composition, reproduction photography, image assembly, halftone reproduction photography, basic multicolor assembly, film composition production techniques, process color assembly techniques, duplicator operations, large single-color sheet press operations, and press operations internship. Each course entry consists of the following: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An equipment list is appended. (YLB)

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ED 350 452            CE 062 134

Printing/Graphics Technology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 98p.; For the program guide, see CE 062 133.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Computer Printers; *Graphic Arts; Layout (Publications); *Photocomposition; *Photography; Postsecondary Education; Printing; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the printing/graphic arts technology program in Georgia. The standards are divided into 12 categories: Foundations (philosophy, purpose, goals, program objectives, availability, evaluation); Admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); Program Structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); Program Evaluation and Planning (program evaluation, program planning, enrollment, graduation, and placement levels, attrition levels, student performance); Instructional Program (course content, course objectives, course instruction, occupation-based instruction, evaluation of students, grading system, laboratory management, live work, units cover the following topics: the role of patient care assistants; psychosocial needs of geriatric patients; work ethics; legal issues; communication skills; infection control; safety issues; patient hygiene; patient unit; rehabilitative issues; providing mobility; mechanical restraints; nourishment; elimination; vital signs; and death and dying. The first part of the guide provides information for teachers: suggestions for teaching each unit; keys to review sheets; teacher resources and information sheets; suggested books, journals, audiovisual aids, and equipment; competency profiles for patient care assistant; and a task listing for certified patient care assistant. For students, the guide includes information sheets, worksheets, review sheets, checklists, and scorecards for each of the 16 units. (KC)

ED 350 469 CE 062 157

Lewis, Morgan V.; And Others
Vocational Equity in Ohio during the 1980s: Enrollment, Earnings, Opportunities.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Educational Practices; *Educational Trends; *Enrollment; Females; Males; *Nontraditional Education; Nontraditional Occupations; Postsecondary Education; Salary Wage Differentials; Secondary Education; *Sex Fairness; *Vocational Education; *Wages
IDENTIFIERS- *Ohio

This booklet provides a glimpse of the progress of vocational equity efforts in Ohio during the 1980s. It focuses on enrollment trends and the wages received by individuals who completed job training programs. It contains charts showing enrollments in 1980 and 1990 in the following major vocational technical areas: agriculture, marketing, health, occupational home economics, consumer and homemaking, business and office, and trade and industry/technical. The charts show the percentages of female enrollment in four categories: total, the combined 11th and 12th grades, associate degrees, and adult programs excluding apprenticeships. Earnings of program completers in 1980 and 1989 are compared, with wages adjusted for inflation, and emerging occupations are noted briefly. The data presented in the booklet suggest that there was some progress toward increased equity in vocational education in the 1980s, but the advances varied significantly among program areas and grade levels. In most occupations, however, males still earned more than females and in a few cases the differences were larger in 1989 than in 1980. (KC)

ED 350 470 CE 062 161

Anderson, Tony
Case Studies in Industry/TAFE Liaison: Success Factors.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

three types of cognitive theories: information processing, knowledge structure, and social history. Johnson and Thomas (1992) present five general principles and related teaching methods that integrate all three: help students organize knowledge, build on what students already know, facilitate information processing, facilitate deep thinking through elaboration, and make thinking processes explicit. Teacher behaviors that promote cognitive development and characteristics of classroom environments that support higher order thinking have been identified. Applications in vocational education go beyond giving a lesson or two on thinking skills, as examples in technology education, home economics, agriculture, and cooperative education show. (Contains 11 references.) (YLB)

ED 350 488          CE 062 426

Wonacott, Michael E.
Career Education and Applied Academics. ERIC Digest No. 128.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Education; Apprenticeships; Basic Skills; Career Development; *Career Education; Career Guidance; *Education Work Relationship; Employment Potential; Futures (of Society); *Integrated Curriculum; Job Skills; Labor Force Development; Occupational Information; Postsecondary Education; Secondary Education; Technology; *Vocational Education
IDENTIFIERS- ERIC Digests

In many respects, career education has never been needed more than it is today. The need to keep abreast of technological change and to participate effectively in today's high-performance workplace requires each worker to possess a set of basic competencies and a foundation of skills and personal qualities. The competencies, foundation skills, and qualities identified by the Secretary's Commission on Achieving Necessary Skills encompass two key tenets of career education--infusion and careers emphasis. These two principles are critical in developing the work force. Although not specifically termed infusion, the following career programs incorporate the concepts of integration of academic and vocational education and can make vital contributions in preparing workers for the changing workplace: career information and guidance systems, youth apprenticeship, youth community service, career-oriented secondary school programs and curricula, and tech prep. The benefits of career education can probably best be maximized by working with educators in other disciplines. (Contains 10 references.) (YLB)

ED 350 489          CE 062 427

Boggs, David L.
Adult Civic Education. ERIC Digest No. 129.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

that their personal beliefs affected their ratings of the counselors. A desire to include spiritual issues of some sort in a counseling setting was expressed by 8.8% of the students. These results suggest that there are many students who prefer a counselor who is sensitive towards spiritual values. Counselors who are empathetic toward spiritual issues may serve their clients better by informing clients of their willingness to explore spiritual values in counseling. Further research, possibly of a descriptive nature, could aid in identifying particular groups who have an interest in spiritually empathetic counseling. (ABL)

ED 350 509 CG 024 561

Beyer, Sylvia
Self-Consistency and Gender Differences in the Accuracy of Self-Evaluations.
PUB DATE- Aug 92
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Psychological Patterns; Research Needs; Self Concept; *Self Evaluation (Individuals); *Sex Differences; Theories
IDENTIFIERS- *Self Consistency Theory

Prior research has established that gender differences in self-perceptions exist. It was hypothesized that self-consistency tendencies can partially explain gender differences in self-evaluations. College students (N=488) were presented with either a feminine, masculine, or neutral gender-typed task, each containing 35 multiple-choice questions. Subjects were randomly assigned to conditions and tasks. In the control condition subjects stated performance expectancies, performed the task, and then estimated the number of correctly answered questions (self-evaluation). According to self-consistency theory, subjects' expectancies should affect their post-task self-evaluations. Results confirmed this hypothesis. It was also assessed whether biased recall of one's performance on individual questions can partially explain gender differences in the accuracy of self-evaluations. It was found that indeed males were relatively more likely than females to recall those questions which they wrongly believed that they had answered correctly. Because of the serious implications of underestimations of performance for self-confidence and psychological health more attention should be devoted to the investigation of gender differences in the accuracy of self-evaluations. Such research will not only elucidate the underlying processes of self-evaluation biases, but will also be of practical value by suggesting ways of eliminating women's underestimations of performance. (ABL)

ED 350 510 CG 024 563

Turning Awareness into Action: What Your Community Can Do about Drug Use in America = De La Toma de Conciencia a la Accion: Que Puede Hacer la Comunidad Respecto al Consumo de Drogas en America.
PUB DATE- 91
NOTE- 155p.
LANGUAGE- English; Spanish

DESCRIPTORS- *Counseling Services; Elementary Secondary Education; *Program Improvement; *School Counseling; *School Guidance
IDENTIFIERS- Boston Public Schools MA

A task force discovered that the guidance and counseling program in the Boston Public Schools is designed to be preventive and developmental and that the program is goal-directed to assist students in the development of life skills at each level. However, over the past several years the guidance program has been driven by the budget which has resulted in staff reductions, staff inequities, and the elimination of guidance technology services. In addition, decentralization has created a dichotomy in managing citywide programs. To address these concerns the task force recommends the following to ensure that quality guidance services are provided to all students: (1) ensure coordination of counseling services by redefining the role of guidance counselor; (2) equalize the city-wide guidance counselor caseload; (3) establish staffing guidelines to ensure quality service and equity; (4) revise the method of selecting counselors; (5) expand guidance and counseling to the elementary school; (6) provide adequate counseling services for bilingual students; (7) enhance the role of guidance counselor; (8) provide professional development training; (9) expand the communication effort among counselors and parents; and (10) establish a computerized guidance information program in guidance offices. The appendixes provide information on guidance services in the Boston Public Schools, including charts of guidance counselor caseload and position descriptions. (ABL)

ED 350 531          CG 024 585

Longstreth, Catherine; And Others
Sexual Harassment: Development of a University's Policy and Educational Programming.
PUB DATE- 92
NOTE- 8p.; Paper presented at the Annual International Conference for Women in San Diego, CA, January 4-6, 1992) and the Annual Meeting of the National Association for Women in Education (76th, San Antonio, TX, March 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Employees; Faculty; Higher Education; Program Development; *School Policy; *Sexual Harassment
IDENTIFIERS- University of Florida

In late 1988 the University of Florida began the process of revising and updating its policy and educational programs on sexual harassment. At that time a task force was formed which reviewed the current policy and procedures and drafted a revised brochure on sexual harassment. This brochure was reviewed and redrafted and distributed to every student, faculty, and staff member in the fall of 1990. These elements were included in the sexual harassment policy and brochure: (1) explicit statement of policy against sexual harassment; (2) definition of sexual harassment; (3) how sexual harassment can be stopped or prevented; (4) reporting procedures; (5) how complaints are resolved; (6) confidentiality statement; (7) sanctions and policy against reprisals; (8) laws, rules, and regulations that forbid sexual harassment; (9) where information and help on sexual harassment questions and problems can be obtained; and (10) other information, including psychological problems of international students suggests a variety of difficulties ranging from loneliness, homesickness, and irritability to severe depression, confusion, and disorientation. This study examined the psychological needs of international college students and university students as related to acculturative stress. International students (N=128) completed the Acculturative Stress Scale for International Students. The results indicated that the students were psychologically at-risk on several dimensions, with the analysis revealing factors labeled perceived deprivation/alienation, loneliness/homesickness, hate, fear, stress due to change, and guilt. The findings have implications for college and university counselors. (NB)

ED 350 551 CG 024 606

Cooley, Van E.; And Others
A Study To Determine the Effect of Extracurricular Participation on Student Alcohol and Drug Use in Secondary Schools.
PUB DATE- Oct 92
NOTE- 39p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Drinking; *Drug Use; Elementary School Students; *Extracurricular Activities; Intermediate Grades; Secondary Education; *Secondary School Students; *Student Participation

This study was conducted to determine the effects of extracurricular participation on student drug and alcohol use in secondary schools. The study surveyed students in grades 5 through 12 who participated in athletics, government/clubs, and music/drama. Data were collected from 5,639 students from four midwestern schools in suburban/rural settings. The findings revealed that over 70% of the students were involved in one or more extracurricular activities. Twenty-four percent of students in grades 5-12 were involved in athletics, 6.3 percent in government/clubs, and 13.5 percent in music/drama. Twenty-eight percent reported involvement in more than one activity during the school year. Non-participation was greatest in the 12th grade with over 33% of students indicating they did not participate in extracurricular activities. Students were surveyed in reference to use of tobacco, alcohol, marijuana, stimulants and depressants, inhalants, hallucinogens, over-the-counter drugs, and cocaine. Results of the study suggest that extracurricular participation was a factor in reducing student experimentation and use of tobacco, alcohol, and other drugs. Students who participated in extracurricular activities were less likely to use drugs than their counterparts who did not participate. Experimentation and use varied with the type of activity. (NB)

ED 350 552 CG 024 607

Jacobs, John R.; And Others
AIDS: Predictors of Safer Sex Practices.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

How to tackle tough words; (11) Finding time; and (12) How children learn. (SR)

ED 350 572 CS 011 053

Frances, Shannon M.; Eckart, Joyce A.
The Effects of Reciprocal Teaching on Comprehension.
PUB DATE- 92
NOTE- 51p.; Student handwriting in figure 1 may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Discussion (Teaching Technique); English Instruction; Grade 7; *Instructional Effectiveness; Junior High Schools; *Reading Comprehension; Reading Improvement; Reading Research; Small Group Instruction
IDENTIFIERS- Gates MacGinitie Reading Tests; *Reciprocal Teaching

An action research project investigated the effect of reciprocal teaching instruction and use on the comprehension of seventh-grade general English students. Reciprocal teaching is a form of dialogue structured around four skills--question generation, summarization, clarification, and prediction. These techniques are used in small group discussions to help students become more effective readers. The 20 students in the experimental group improved their comprehension scores on the Gates MacGinitie Reading Test after reciprocal teaching intervention. The 20 students in the control group received no reciprocal teaching instruction, but did complete the same tests and activities that the experimental group completed. The results of this action research project indicate that reciprocal teaching improves comprehension. (Three tables of data and a figure presenting experimental and control group examples of summarization are included; 22 references, 20 daily passages and activity sheets, the holistic scoring guide, and a sample reciprocal teaching dialogue are attached.) (Author/RS)

ED 350 573 CS 011 054

Cato, Vivienne; And Others
The Teaching of Initial Literacy--How Do Teachers Do It? A Report on the Survey of the Teaching of Initial Literacy from the Centre for Research in Language and Communication.
PUB DATE- 92
NOTE- 73p.; Contains an appendix on children's writing at age 7 (Janet White).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Environment; Evaluation Problems; Foreign Countries; Primary Education; *Reading Instruction; Reading Research; Small Group Instruction; *Student Evaluation; *Teacher Behavior; *Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- Childrens Writing; *Emergent Literacy; England; Wales

A study investigated the range of methods and approaches used by teachers in Year 2 in teaching reading and writing, and the assumptions underlying these approaches. Headteachers of 122 nationally representative maintained schools in England and Wales completed a brief questionnaire giving mostly statistical information about their school. A subsample of 26 schools were visited for in-depth case studies. Samples of pupils' writing were submitted by teachers along with assessments on a five-point scale. Results indicated that: (1) there was a wide range courses. The project contained three basic components: teacher inservices on study skills techniques in time management, reading textbooks, taking class notes, and preparing for and taking tests; student lessons for development of those skills; and quality circle meetings interacting with and responding to the program. Results showed that students' grade averages in English increased in every course except one; that students' grade averages in mathematics increased in three of five courses; that teachers' positive feelings regarding their ability to assist students toward better grades increased significantly; and that teachers evaluated the managerial style and leadership of the researcher positively. (Five tables of data are included. Seventeen references and eight appendixes--containing teacher attitude survey, leadership survey, calendar and memorandums, and lesson packages on importance of grades, time management, SQ3R, Cornell notetaking, and test taking strategies--are attached.) (SR)

ED 350 593 CS 011 076

Student Research Handbook. Secondary Level. School District #36 Survey.
PUB DATE- Sep 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Notetaking; Outlining (Discourse); *Research Papers (Students); Research Skills; Secondary Education; *Student Research; Writing Assignments; Writing Skills
IDENTIFIERS- Research Training

Designed to be accessible for students and teachers and to provide models and alternatives for conducting research, this handbook serves as a common reference source for research in all subjects within schools and across school districts. The handbook includes sections on establishing a topic; finding information; developing an outline; making and organizing notes; preparing material for presentation; and preparing the extras (such as endnotes and bibliographies). The handbook concludes with a sample MLA bibliographic format. (RS)

ED 350 594 CS 011 077

Stevens, Robert J.; Durkin, Scott
Using Student Team Reading and Student Team Writing in Middle Schools: Two Evaluations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; *Instructional Effectiveness; Junior High Schools; *Middle Schools; Reading Comprehension; *Reading Instruction; Reading Research; *Urban Education; *Writing Instruction
IDENTIFIERS- Baltimore City Public Schools MD

papers, such as identifying issues, topic sentences, thesis statements, and the overall organization. Then -- still without discussion -- the papers are returned to the original writers so that they can see what their readers have determined. The restriction against talking is then lifted and discussion between student and writer is encouraged. This interchange of ideas reveals strengths and weaknesses, but more importantly, students have the immediate feedback that only a class exercise can provide as to how well ideas have been communicated in writing. This kind of work does not address mechanical mistakes, but deals with the more fundamental concerns of proofreading for logic and content. (HB)

ED 350 614            CS 213 560

Wurth, Shirley, Ed.
Books for You. A Booklist for Senior High Students. Eleventh Edition. NCTE Bibliography Series.
PUB DATE- 92
NOTE- 269p.; Prepared by the Committee on the Senior High School Booklist. For the 10th edition, see ED 298 496.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; Books; *Fiction; High Schools; High School Students; Independent Reading; *Nonfiction; Reading Interests; Reading Materials; Reading Material Selection; *Recreational Reading
IDENTIFIERS- Reading Motivation

Intended to help young readers of high school age find the kinds of current books that make them want to read more, this book describes nearly 800 quality fiction and nonfiction titles published between 1988 and 1991 for young adults. The book's annotations are grouped by subject matter in 32 sections keyed to senior high students' interests and school studies, among them adventure and survival, biography and autobiography, careers and jobs, dating and sexual awareness, family relationships, history and geography, mysteries, politics, science and the environment, and sports. The bibliography includes fiction and nonfiction, with titles labeled accordingly. Author, publisher, length of publication, and ISBN numbers are included; and a directory of publishers, and author, subject, and title indexes are attached. (SR)

ED 350 615            CS 213 561

Bruce, Bertram; Peyton, Joy Kreeft
A Situated Evaluation of Computer Networking To Teach Writing. Technical Report No. 565.
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Networks; *Educational Innovation; Higher Education; Program Evaluation; *Program Implementation; Technological Advancement; *Theory Practice Relationship; *Writing Instruction; Writing Research
IDENTIFIERS- *Interactive Communication

Noting that teachers and students who actually use an educational innovation in a classroom setting recreate it, this paper

The life cycle of "new math" is fertile ground for the study of the diffusion of an innovation. New math arrived in 1958 to save the day for America after the Soviet Union launched Sputnik, the first successful space flight in 1957. In a period of 16 years an entire diffusion cycle was completed throughout the entire educational system of the United States. In some cases, new math was a success; in others it was a failure. The success of the classic diffusion of innovations model in this case history of new math is its delineation of the elements of the diffusion process. The four main elements in the diffusion of innovations are: (1) the characteristics of the innovation; (2) communication channels, time, and the social system. As evidenced by the available public opinion polls and the literature of the day, none of the attributes of new math, the existing communication channels, the rate of diffusion, nor the nature of the social system were favorable regarding the diffusion and success of new math. The inability of the diffusion model to predict consequences (both positive and negative) is one of its primary flaws. By making use of the lessons of new math, perhaps educators can ease the diffusion of new innovations that must take place if students are to be prepared for life in an ever more complex world. (Two figures of data are included and 33 references are attached.) (RS)

ED 350 635          CS 507 946

Black, Jay; And Others
Effects of a Media Ethics Course on Student Values: A Replication and Expansion.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Ethical Instruction; *Ethics; Higher Education; *Instructional Effectiveness; *Mass Media; *Student Attitudes; Undergraduate Students; *Values
IDENTIFIERS- *Media Ethics; Values Research

A study replicated and expanded a study by Stuart Surlin, reported in "Journalism Quarterly" in 1987, on the effects of a mass media ethics course upon students' value systems. Whereas Surlin did a simple pre- and posttest on 20 students from one class, using the Rokeach 36-item terminal and instrumental values inventory, the present study drew from a purposive sample of 206 students over two semesters. The experimental group consisted of four ethics classes; the control groups were from courses in media research, history, and public relations. Whereas Surlin found support for his hypotheses that a media ethics course would result in increased salience of the value "equality" and a decreased gap between "freedom" and "equality," and that a course in media ethics should lead to greater salience of "moral" instrumental values and "social" terminal values, the present study found different but equally justifiable patterns of response. It found highly significant differences between the posttest of the experimental and control groups, with the experimental group placing greater salience on such values as "salvation," "inner harmony," "wisdom," and being "intellectual." The pre- and posttest analyses of the experimental group showed significantly higher emphasis on values expressed by the words "inner harmony," "intellectual," and "logical," and significant decreases in

(055)
DESCRIPTORS- Change Strategies; *Classroom Environment; Classroom Techniques; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Instructional Improvement; Learning Processes; *Teacher Effectiveness; *Teacher Improvement; Teacher Influence; Teacher Role; Teacher Student Relationship

Research on increasing teacher effectiveness is presented in this book. Chapter 1 outlines a framework for investigating and understanding teacher effectiveness, with attention to the following components: teacher and student characteristics; curriculum; classroom environment and management; teaching; and learning. Chapter 2 describes the two variables that are linked to student learning--opportunity to learn and academic work. Policies concerning these two variables lay the groundwork for increasing teacher effectiveness. Chapter 3 examines ways to create physically and psychologically appealing classrooms, and chapter 4 presents ways in which these classrooms can be organized to promote effective teaching and learning. Chapters 5 and 6 describe ways in which effective teachers structure their lessons and communicate with their students. Student learning as both a process of involvement and an outcome (success) is discussed in the seventh chapter. The final chapter offers strategies for increasing teacher effectiveness--overcoming reluctance to change and providing support for improvement efforts--and makes recommendations for policymakers and educational planners. One figure and one table are included. Appendices contain sample teacher evaluation instruments. (Contains 99 references.) (LMI)

ED 350 655          EA 024 315

Sanyal, Bikas C.
Technological Development and Its Implications for Educational Planning.
PUB DATE- 90
NOTE- 156p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Development; *Educational Planning; Elementary Secondary Education; *Foreign Countries; Policy; Public Schools; School Business Relationship; *Technology
IDENTIFIERS- Algeria; Cameroon; Indonesia; Korea; West Germany

The phenomenon of technological development has assumed great importance in the contemporary world. It is reflected in unprecedented growth in productivity with accompanying labor saving, in improvement of quality of products, in the launching of new products and services, and in the development of new branches of activity. This document reports on a research project carried out in Algeria, the Cameroon, France, the former German Democratic Republic, Indonesia, and the Republic of Korea. National teams from each country assisted in the endeavor. This report is divided into three parts. The first elaborates on technological development, internationalization, the need for technological development, and the dilemma of educational planners in developing countries. The second part details the International Institute for Educational Planning (IIEP) research programme and gives a summary of the major findings. Sections include the evolution of technological policies, impact on employment and qualification structures, the response of the formal education system, the state of

NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; Class Size; *Educational Environment; Educational Facilities; Elementary Secondary Education; *Organizational Climate; School Size; *Social Structure; Social Theories; Student Placement

The existing knowledge of the school environment is reviewed in this book, with a focus on its impact on educational effectiveness and student achievement. Chapter 1 examines how the composition of educational groups affect learning; chapter 2 focuses on the learning climate and cultures--the norms and values that characterize learning environment. In chapter 3 the physical environment of schools is reviewed (how school facilities and expenditures, teachers' qualifications, and school and classroom size affect student achievement). Chapter 4 focuses on how the community environment of schools (consolidation, construction of new schools, school policy). Chapter 5 develops a both academic, achievement-oriented goals (instrumental norms) and emotionally supportive human relationships (expressive norms) is essential for effective schools. The model examines how members of a school create social order and how that social order influences individuals' actions. Chapter 6 discusses the model's implications for policy and social change, stressing the ways in which students, parents, teachers, and administrators can create a positive climate through their relationships and actions to facilitate the achievement of educational goals. (Contains approximately 400 references.) (LMI)

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ED 350 675          EA 024 360

Bringing Coherence to State Policy. Restructuring the Education System.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Agency Cooperation; *Change Strategies; *Curriculum; Educational Finance; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; Governance; Higher Education; Individual Differences; Professional Development; *State Standards; *Systems Approach; *Vision
IDENTIFIERS- *Partnerships in Education

An effective educational reform plan creates a compelling vision, develops a new policy environment conducive to change, and lays out strategies for involving educators, parents, business people, and community members in implementation. Traditional educational policy is biased toward the status quo, favors yearly, incremental policy-making, reinforces compartmentalized bureaucracies, and tends toward top-down management. Systemic education policy finds new ways and new people to accomplish goals; begins with thorough housecleaning, simplification, and refocusing of the existing policy framework; creates coherent partnerships, synergies, and collaborative activities; and turns problem-solving responsibility over to those closest to the problems. The key to major educational system improvement lies in redefining the policy area that should drive reform in a given state and linking other policy areas to that effort.

Sagor, Richard D.
An Exploration of the Impact of District Context upon School Culture: Implications for Effectiveness.
PUB DATE- Apr 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Institutional Characteristics; *Leadership Styles; Principals; Public Relations; School Administration; *School Districts; *School Effectiveness; *Teacher Administrator Relationship
IDENTIFIERS- *Organizational Culture

Findings of a study that explored the impact of school district context on school effectiveness are presented in this paper, with attention to the processes through which district impact occurs. The case study examined a large school district in the Pacific Northwest with an expressed commitment to student performance. Methodology involved 100 hours of interviews with key district administrators, teachers, and support staff; a survey of 99 staff members at 6 schools; and document analysis. Specifically, the study compared evidence of school performance with the stated goals of key participants. Preliminary findings suggest that district context influenced the cultural correlates of school effectiveness. District context was experienced through "nesting cultures" and principals' mediating styles. Principals who acted as weak buffers between teachers and the school district context devoted a substantial amount of energy to affective staff issues, which may in turn hamper school effectiveness. In schools headed by principals with more effective mediating styles, building norms emphasized programmatic concerns. Most participants understood the stated district priorities of student learning and community relations. Longitudinal data on district student performance was incomplete, which appears to contradict the district's expressed focus on learning. Five tables are included. (LMI)

ED 350 697 EA 024 389

Jenkins, John M., Ed.; Tanner, Daniel, Ed.
Restructuring for an Interdisciplinary Curriculum.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Instructional Development; *Integrated Curriculum; *Interdisciplinary Approach; Secondary Education; *Secondary School Curriculum; Unified Studies Curriculum; Writing Across the Curriculum

Articles for developing an integrated secondary curriculum are presented in this book. The articles include: "Synthesis Versus Fragmentation: The Way Out of Curriculum Confusion," by Daniel Tanner; "The Interrelated Curriculum," by Steven S. Means; "Integrated Teaching and Learning in Essential Schools," by Richard Lear; "Interdisciplinary Teaming at the High School," by Dustin A. Peters; "The Micro-Society School," by Donald P. Hayes, Sue Ellen Hogan, and Thomas F. Malone; "The Core: Integrated Curriculum and Student Support: A Case Study," by process in 14 schools, followed by a more detailed examination of 3 of the schools. A model of school improvement planning is presented that introduces the ideas of accountability and vision to differentiate some plans and schools from others. The second chapter presents case studies from three elementary schools that made significant revisions in their SIPs during the 1991-92 school year. The final chapter introduces a series of research-based suggestions. Two figures and a publications list are included. (Contains 10 references.) (LMI)

ED 350 719 EA 024 428

America 2000 Communities: The Four-Part Challenge. America 2000 Issues.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; *Community Planning; Educational Change; *Educational Innovation; *Educational Objectives; Elementary Secondary Education; *Program Development; Program Evaluation; School Community Relationship
IDENTIFIERS- *America 2000

The engine that drives the America 2000 strategy is the Community Challenge--a nationwide movement designed to help America move itself, community by community, toward the six National Education Goals. A community can do four things to become an America 2000 community: (1) adopt the six national education goals; (2) develop a communitywide strategy to achieve them; (3) design a report card to measure progress; and (4) plan for and support a new American School. This booklet contains questions that communities might ask about planning a strategy, and offers a starting place to evaluate their progress toward becoming an America 2000 community. (LMI)

ED 350 720 EA 024 429

America 2000 Communities: Designing a Report Card. America 2000 Issues.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Action; *Community Planning; Community Role; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Program Evaluation; School Community Relationship
IDENTIFIERS- *America 2000

Guidelines for designing a report card to measure community progress toward achieving the six National Education Goals are provided in this document. The purpose of a community report card is to evaluate how well a strategy was implemented and how well the strategy moved the community closer to its goals. The public report card also establishes a baseline that describes the community's status in relation to its desired outcomes, and designates a community definition of each national goal. Ways to gather information for measuring community goals are briefly described. A well-designed report card can advertise the

DESCRIPTORS- Adjustment (to Environment); Adolescents; Aggression; Behavior Disorders; Child Abuse; Children; Compliance (Psychology); Coping; *Emotional Disturbances; *Family Characteristics; *Family Problems; Grief; Life Events; *Mental Retardation; *Multiple Disabilities; Sexual Abuse; *Stress Variables; Theories

A retrospective review examined characteristics of 13 families involved in a community-based assessment and treatment program for children and youth with behavioral and emotional disturbance in association with mental retardation. Principles of stress theory and family systems theory are examined and applied to the particular stressors in families of children with disabilities. A chart for all 13 families lists child maladaptive behaviors and major family stressors and characteristics. Analysis suggests that in addition to the relevance of stress and family systems theory, the themes of parental loss and physical/sexual abuse are prevalent as major negative life events. The possible relationship of grief and grieving theory to aggressive noncompliance in conjunction with these theories is suggested. (Contains 14 references.) (DB)

ED 350 741 EC 301 547

Aune, Elizabeth; And Others
Career Development and Employment for College Students and Graduates with Disabilities: An Annotated Bibliography.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitudes; *Career Development; Career Guidance; Career Planning; College Graduates; College Students; *Disabilities; Employer Attitudes; *Employment Patterns; Handicap Discrimination; Higher Education; Models; Outcomes of Education; Trend Analysis

This bibliography offers abstracts of 41 publications and journal articles (published from 1988 through 1991) addressing career development, employment issues, and trends for college students and graduates with disabilities. A review of the literature in each of these areas identifies such themes as: the need for individualized career development; the effects of environmental attributes in limiting the early social and vocational experiences of people with disabilities; outcomes and predictors of success; employment concerns of people with disabilities; employers' and rehabilitation professionals' attitudes and practices; and guidelines for campus career planning and placement professionals. The review stresses that the attitudes of nondisabled people are more disabling for individuals with disabilities than the disability itself. The review suggests that a new model of career development may be needed to address the needs of this population and that research is needed which both looks at disabilities as a whole and identifies concerns related to specific disabilities. (DB)

ED 350 742 EC 301 549

Sitlington, Patricia L.; And Others
Adult Adjustment of Individuals with Behavioral Disorders. Three vs. One Year Out of School. Iowa Statewide Follow-up Study.
PUB DATE- Aug 92

successes and accomplishments. Steps that need to be accomplished include: determine the scope of the evaluation, select appropriate evaluation methods, collect and analyze information, and report and utilize findings. The second factsheet, "Developing Evaluation Questions," divides evaluation questions into process questions and outcome questions. Process evaluation questions can be divided into structural questions and activity questions. Outcome questions require knowledge of how program activities relate to changes in consumer, family, and community behavior, attitudes, knowledge, skills, or intentions. A theory of action is used to provide links between current activity and future intended goals. The third factsheet, "Evaluation Measures," examines what is to be measured, how it will be measured, and who will complete the measure. The final factsheet on developing evaluation reports lists ways of communicating evaluation results and examines the components of a good evaluation report, including verbal and numerical descriptions of data. (JDD)

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ED 350 760 EC 301 567

Woodward, John
Textbooks, Technology, and the Public School Curricula. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 24p.; For related documents, see EC 301 540, EC 301 568-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Disabilities; Educational Media; Educational Quality; Educational Technology; Educational Trends; Elementary Secondary Education; *Instructional Design; Instructional Materials; *Public Schools; *Technological Advancement; *Textbook Content; Textbooks; Trend Analysis

As part of a 3-year study to identify emerging issues and trends in technology for special education, this paper addresses the role of textbooks in today's education as well as the criticisms leveled at textbooks over the last 10 years. The paper also considers the rise of technology in schools and the presistent issue of improving the instructional design of educational systems. The pervasiveness of textbooks in contemporary education is documented, particularly as textbooks dominate the instruction of students with mild disabilities. The literature criticizing textbooks for such characteristics as shallow coverage, use of unfamiliar vocabulary, inaccuracies, and lack of appeal is reviewed and these criticisms found to be particularly pertinent for students with disabilities. Data indicating increasing use of computers in both regular and special education are reported, noting that special education students use the computer primarily for drill and practice activities. Little evidence that teachers are able to successfully integrate computer-assisted instruction with their traditional curriculum is reported. Uncertainty is noted about the extent to which new technological approaches are instructionally sound and suited to low-achieving students. (Contains 74 references.) (DB)

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ED 350 761 EC 301 568

drop out of school, factors that identify at-risk students, characteristics of programs or approaches that have met with some success in preventing at-risk students from leaving school before graduation, and implications for special education. Programs that offer possible remedies to the dropout problem are discussed under three broad categories: :"fix the child," "fix components of the system," and "restructure the system." (Contains 18 references.) (JDD)

ED 350 779          EC 301 590

Neufeld, G. Ronald
Community/School Partnerships. Stay in School Initiatives, Book 2.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *Change Strategies; *Delivery Systems; *Dropout Prevention; Foreign Countries; *High Risk Students; Human Services; Parent School Relationship; *School Community Relationship; School Role; Secondary Education; Teamwork

This publication, the second in a series of three monographs on solutions to the dropout problem in Canada, adopts the view that the "cracks" in human services systems could be "mortared" at the level of local schools with services and programs that include academic, social, emotional, and vocational elements. The monograph acknowledges that schools and teachers are second in importance only to home and parents in the development of children and youth and recognizes that schools and teachers alone cannot offer the broad range of educational and social services that students need. It identifies the need for coordination of services and collaboration between education and other organizations as a top priority. The monograph also identifies potential partners in education; suggests procedures and strategies to recruit and involve the community in schools; and outlines possible roles and functions for individuals and interest groups in the community, such as school boards, teachers, business/industry, media, and universities. (JDD)

ED 350 780          EC 301 591

Neufeld, G. Ronald; And Others
Local Planning Process and Model Goals and Objectives. Stay in School Initiatives, Book 3.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Cooperative Planning; Definitions; *Dropout Prevention; Educational Objectives; *Educational Planning; Foreign Countries; *High Risk Students; Individualized Programs; *School Community Relationship; School Restructuring; School Role; Secondary Education; Student Needs

This booklet, the third and last in a series of monographs on solutions to the problem of school dropouts, is designed to provide guidance for local organizations to address the needs of students at risk of dropping out. It sets forth the goals and objectives of a planning approach that illustrates how local communities could organize to increase graduation rates.

measure outcomes, and three about the comprehensive system of indicators. The section on responses to the conceptual models and indicators summarizes preferences for the two outcomes models proposed and proposes new models or new components of the proposed models. The section on unresolved issues contains comments about intended versus unintended outcomes, direct versus indirect outcomes, using the same versus different indicators for those with and without disabilities, using category specific versus noncategorical indicators, differentiating by severity of disability or by developmental level, and focusing on system level versus individual level indicators. In the final section, general comments are clustered under key areas that include the overall purpose of the model, the broader context within which outcomes are nested, the goals of education for those with and without disabilities, the tone and terminology used in the paper, and suggestions to address "missing pieces." (JDD)

ED 350 801 EC 301 615

Frasier, Mary M.
Minority Parents' Role in the Education of Their Gifted and Talented Children.
PUB DATE- Nov 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Child Rearing; Definitions; Elementary Education; Eligibility; *Family Environment; Federal Regulation; Imagination; Memory; *Minority Groups; Parent School Relationship; *Parent Student Relationship; Problem Solving; Resources; State Standards; *Student Characteristics; Student Motivation
IDENTIFIERS- Georgia

This paper is intended to provide basic information to minority parents to support their involvement in the education of their gifted and talented children. The first section reviews federal and state (Georgia) definitions of gifted and talented as well as regulations concerning eligibility and retesting. The second section identifies typical characteristics of gifted and talented students in the areas of: motivation and interests, communication, memory, problem solving, inquiry, insight, reasoning, and imagination. The nurturing home environment is the focus of the third section which notes such nurturing aspects as achievement aspirations, language modeling, academic guidance, intellectuality, activities in the home, and work habits. The final section lists important resources--13 books, a publishing company, and three periodicals. Suggestions for minority parents conclude each section. (Contains 8 references.) (DB)

ED 350 802 EC 301 616

Barton, Michele L.
Teachers' Opinions on the Implementation and Effects of Mainstreaming.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

this area, and to recommend actions for organizing effective educational programs. The book offers a perspective on the current confusion in the field of deaf education, examines how different deaf constituencies have unique needs, describes how the family contributes to and makes demands on the school system, and discusses how deaf children are succeeding and losing out. Part I, called "The Context of the Educational Program," contains the following papers: "An Historical Perspective on School Placement" (Donald F. Moores); "What Does 'Local Public School' Program Mean?" (Thomas N. Kluwin); "Ethnic and Cultural Considerations" (Valerie J. Janesick and Donald F. Moores); "How Family Factors Influence School Achievement" (Thomas N. Kluwin and Martha Gonter Gaustad); "Issues of Educational Interpreting" (Joe D. Stedt) and "Understanding the Context of Local Public Education" (Martha Gonter Gaustad). Part II, "The Process and Outcomes of Schooling," presents "Patterns of Communication among Deaf and Hearing Adolescents" (Martha Gonter Gaustad and Thomas N. Kluwin); "The Role of Sport and Extracurricular Activities in Shaping Socialization Patterns" (David A. Stewart and Michael S. Stinson); "Students' Views of Their Social Relationships" (Michael S. Stinson and Kathleen Whitmire); "Considering the Efficacy of Mainstreaming from the Classroom Perspective" (Thomas N. Kluwin); "Identifying the Contributions of School Factors to the Success of Deaf Students" (Angela O'Donnell and others); "The Career Development of Young People with Hearing Impairments" (Suzanne King); "The Collision of Reality and Expectations" (Donald F. Moores); and "Conclusion: Some Reflections on Defining an Effective Program" (Thomas N. Kluwin). (JDD)

ED 350 819          FL 020 280

Doye, Peter
Authenticity in Foreign Language Testing.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Language Tests; Pragmatics; *Second Language Instruction; *Test Construction; Testing; *Test Items; *Test Validity
IDENTIFIERS- *Authentic Assessment

In foreign language testing, as in all testing, validity is the primary criterion for test quality. However plausible the concept of validity, in practice it is not always easy to arrive at congruence between the test situation and the real-life situation the learner is expected to master. Some language educators make authenticity a major criterion of test quality. However, complete congruence of test and real-life situation is impossible, and there are other considerations than authenticity in testing. A language test as a social event essentially different from any other social event in which the learner will need to use the language. The solution is to find a reasonable balance between authenticity and abstraction in tests. Pragmatics, with its analyses of speech acts and their characteristics, can be helpful in finding the right degree of abstraction for testing. Examples of such test items include a series of sentences of which portions are illegible and the learner must supply appropriate words, or a paired or group activity in which students must elicit information from each gives a principled account of the distribution of correlative markers; and (2) offers an explanation for some puzzling facts about distribution of anaphoric pronouns is presented. It is suggested that previous research has misidentified instances of verb phrase coordination as zero-anaphora in such constructions, which raises a more general question about zero anaphora. It is suggested that better criteria for identification of zero-anaphora are required in languages like Chinese, which lacks corroborative evidence such as agreement morphology. It is concluded, then, that for at least a subset of Chinese, a better account is available without zero-anaphors. (MSE)

ED 350 839 FL 020 622

Kelly, John
Xhosa Isinkalakahliso Again.
PUB DATE- Jun 92
NOTE- 18p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bantu Languages; Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Phonology; *Uncommonly Taught Languages
IDENTIFIERS- *Passive Voice; *Xhosa

An analysis of the phonological phenomenon of "isinkalakahliso" or palatalization in Xhosa, a Bantu language, is presented, focusing on its occurrence in the passive form of verbs. First, earlier theories about the phenomenon are discussed and compared, and a new analysis is offered. It is concluded that this conceptualization of "isinkalakahliso" in the Xhosa passive serves to incorporate two aspects of the phenomenon not included in earlier analyses. An 18-item bibliography is included. (MSE)

ED 350 840 FL 020 623

Local, John
Conversational Phonetics: Some Aspects of News Receipts in Everyday Talk.
PUB DATE- Jun 92
NOTE- 45p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Interpersonal Communication; *Intonation; *Language Patterns; Language Research; Linguistic Theory; *Oral Language; *Phonology; Telephone Communications Systems

A study of the phonetics of everyday conversational interaction looked specifically at the occurrence of the "oh" particle, a signal of the receipt of new information. Focus was on the phonetic characteristics of the "oh" utterance in this context. Data were drawn from British and American recorded telephone conversations. It was observed that when the "oh" particle is freestanding, the pitch characteristics are very constrained, with only falling pitch movement evident, and the utterance is designed to end the telling of the news or curtail the topic. The more common "oh"-initiated turns with additional structure, either indicating listener assessment or soliciting the next utterance, are routinely placed at the end of a topic/news-the demands that the guides' assumptions make on the teacher in terms of the teacher's knowledge, the teacher-learner relationship, teaching techniques, and classroom management. In the second section the focus is on the practical support that teachers require in order to be able to handle communicative materials and on ways in which that support might be supplemented. The third section analyzes the results of a questionnaire that was distributed to practicing English language teachers in a number of countries. Finally, the fourth section presents a framework of basic features that teachers' guides could contain and briefly examines examples of guides written for current English language teaching materials. The framework of basic features includes the following: attitude to language; attitude to language learning and teaching; background information; linguistic information; rationale for methodology; implementation; evaluation; usability; supplementary work; and practical effort. A questionnaire on the use of teachers' guides to English language coursebooks is appended. Contains 50 references. (LB)

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ED 350 862 FL 020 696

Allen, Barbara F. H.
The Acquisition of Second Language Vocabulary.
PUB DATE- May 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; *Information Processing; *Language Processing; Learning Strategies; Learning Theories; Linguistic Theory; *Psycholinguistics; Second Language Instruction; *Second Language Learning; *Vocabulary Development

Most advanced second language (L2) learners find continued vocabulary growth to be one of the most difficult areas in second language learning, and vocabulary acquisition has not received little attention by researchers. As a result, no unified theory of L2 vocabulary acquisition exists, although the literature contains ample advice on how to teach vocabulary. Presently, the most promising approach to constructing a theory of L2 vocabulary learning appears to come from the field of cognitive psycholinguistics. The approach posits that new words are stored in the brain through associate networks that link a word to other semantically related words and concepts, and relate it syntactically to appropriate structures. Visual imagery is also very important in the association process. It appears that humans associate one or more images with each word designating a concrete object, concept, or abstract idea. Therefore, L2 vocabulary acquisition is much more complex than it appears on the surface, involving many different faculties. A 17-item bibliography is included. (MSE)

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ED 350 863 FL 020 697

Mir-Djalali, Elahe
Persian Language & Culture.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 516p.
LANGUAGE- English

Unemployment; *Vocational Education

This compilation provides information on projects awarded by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) in fiscal year (FY) 1991 in the areas of vocational and applied technology education and in adult and literacy education. Section 1 presents a description of OVAE, names of Division of National Programs key personnel and project and names and telephone numbers of Division of National Programs key personnel and project officers. It describes programs that made awards in FY 1991. The grants programs are as follows: Appalachian Regional Education Program, National Center for Research in Vocational Education Program, Bilingual Vocational Training Program, Bilingual Vocational Instructor Training Program, Indian Vocational Education Program, Adult Education for the Homeless Program, Demonstration Centers for the Training of Dislocated Workers Program, National Workplace Literacy Program, Cooperative Demonstration Program (Building Trades), and Tribally Controlled Postsecondary Vocational Institution Program. Contracts programs are as follows: Vocational Education Research Program, National Network for Curriculum Coordination in Vocational and Technical Education Program, and Cooperative Demonstration Program (Correctional Education). Section 2 contains project abstracts of awards made in FY 1991, grouped by type of award (grant or contract) and by program. Each abstract includes the following: program title; project title; award number; project director, awardee, address, telephone number; funds by FY; award period; federal project officer; procedures; outcomes, results, products; educational level; target population; and estimated number of trainees. Section 3 includes two indexes: one of awardees, listed by state, and an index of selected subject terms. (YLB)

ED 350 398 CE 062 015

State of Idaho Vocational-Technical Education Annual Report, Fiscal Year 1991.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Planning; *Federal Legislation; Postsecondary Education; Program Effectiveness; *Program Implementation; *Pupil Personnel Services; *School Activities; School Guidance; Secondary Education; *State Programs; Student Organizations; Student Personnel Services; *Vocational Education
IDENTIFIERS- *Idaho

This annual report on vocational-technical education in Idaho is organized around five goals for the system that are part of a 5-year strategic plan. The report highlights exemplary programs, support groups, and student organizations that provide high quality educational experiences to the students they serve. The following goal-directed activities are reported: (1) promote economic progress in Idaho by meeting employer needs for training workers--business advisory committees, a consortium, short-term training, entrepreneurship programs, and business roundtable discussions; (2) provide students with foundation skills and personal capabilities--restructured secondary programs, vocational/academic integration, applied subjects, and vocational student organizations; (3) meet student needs for specific vocational training--secondary programs by district, postsecondary institutions, general descriptions, and postsecondary programs and options; (4) ensure access to

NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competence; Competency Based Education; Course Content; Employment Potential; *English (Second Language); *Food Service; *Grounds Keepers; Hispanic Americans; Hospitality Occupations; *Housekeepers; *Job Skills; Learning Activities; Literacy Education; *On the Job Training; Pretests Posttests; Second Language Instruction; Teaching Methods
IDENTIFIERS- 353 Project; Workplace Literacy

This guide provides an overall view of a program designed to educate adult basic education (ABE) and English-as-a-Second-Language (ESL) students in job-related, language-oriented skills vital to their positions in the hotel/motel industry. The program was designed for the employees of Grenelefe Resort and Conference Center in Haines City, Florida, many of whom speak Spanish as their primary language. The guide provides learning modules for general job-related information, the groundskeeping department, the food service department, and the housekeeping department. Each learning module consists of a skills array (skills to be mastered), pretests and posttests, and one or more learning activities. For each learning activity, the following are provided: a task, skill objective, materials needed, evaluation methods, directions and procedures, job situation cases, role-playing activities, and information sheets. Instructions to the teacher are included. Most of the materials can be duplicated for student use. (KC)

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ED 350 416 CE 062 090

Anderson, Lorraine Kvistberg; Thomas, Ruth G.
Innovation in Parent Education: Self-Reflection and Dialogue as Avenues of Learning.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For a related paper, see CE 062 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Dialogs (Language); *Educational Environment; *Educational Innovation; Educational Research; Field Tests; Learning Strategies; *Metacognition; *Parent Education; Program Design; Program Effectiveness; Program Evaluation; *Self Evaluation (Individuals); *Teaching Methods; Thinking Skills

A constructivist approach to parent education that enabled parents to be active participants in reflection and dialogue processes was tested in a study. Instruction was designed to stimulate and support self-reflection and dialogue processes enabling parents to be active participants in constructing new meanings to their child rearing practices. As a stimulus for self-reflection, parents were exposed to a wide range of videotaped cases reflecting low context variation in parent-child interaction. An open-ended questioning format encouraged learner-controlled dialogue as parents challenged and supported one another while they examined personal practices. The learning environment was designed to comprise the three phases of learning--idea construction, idea elaboration and linkage to existing knowledge structures, and reorganization and evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (NLA)

ED 350 435          CE 062 117

Dental Assisting Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 182p.; For the program standards, see CE 062 118.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; *Dental Assistants; *Dental Evaluation; Dental Health; Dentistry; Employment Potential; Entry Workers; Job Skills; Postsecondary Education; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide contains the standard dental assisting curriculum for technical institutes in Georgia. The curriculum encompasses the minimum competencies required for entry-level dental assistants, and includes job skills in the technical areas of preventive dentistry; four-handed dentistry; chairside assisting with emphasis in diagnostics, operative, fixed prosthodontics, pediatric dentistry, orthodontic procedures, endodontic procedures, surgical specialties, and expanded functions; dental practice management; and dental radiology. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: three general core courses (English, mathematics, and psychology); fundamental occupational courses (nutrition and diet therapy, basic human biology, head and neck anatomy, preventive dentistry, microbiology and infection control, oral anatomy, oral pathology and therapeutics, and scopes of professional practice), and specific occupational courses (dental assisting--diagnostic, operative, fixed prosthodontics; specialities; surgical specialties; expanded functions; dental practice--management; dental radiology; and dental practicums I-VII). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An appendix includes an equipment, supplies, and materials, physical facility); Academic Skills (academic requirements); Employability Skills (job acquisition, job retention and advancement); Staff (faculty qualifications and responsibilities); Advisory Committee (function, membership, meetings); Special Needs (commitment); Equity (commitment); and Health and Safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

ED 350 453 CE 062 135

Radiologic Technology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 257p.; For the program standards, see CE 062 136.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; Employment Potential; Entry Workers; Job Skills; Nuclear Technology; Postsecondary Education; Program Guides; Radiation; Radiation Biology; Radiation Effects; *Radiographers; *Radiologic Technologists; Radiology; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a radiologic technology program. The guide contains four major sections. The General Information section contains an introduction giving an overview and defining purpose and objectives; a program description, including admissions, typical job titles, and accreditation and certification requirements; and a curriculum model, including standard curriculum sequence and lists of courses. The next three sections describe the courses under the following categories: General Core Courses (English, algebraic concepts, interpersonal relations and professional development); Fundamental Technical Courses (anatomy and physiology, medical terminology, introduction to radiography, radiographic procedures I-II, principles of radiographic exposure I, radiologic science I, introductory clinical radiography I-II); and Specific Technical Courses (radiographic procedures III-IV, radiologic science II, radiographic exposure II, radiographic imaging equipment, special radiographic procedures, radiographic pathology, radiation biology and protection, review, intermediate clinical radiography I-III, and advanced clinical radiography I-II). Each course entry consists of the following: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An equipment list is appended. (YLB)

ED 350 454 CE 062 136

Radiologic Technology Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 101p.; For the program guide, see CE 062 135.

DESCRIPTORS- Case Studies; *Cooperative Programs; Coordination; Educational Cooperation; Educational Research; Foreign Countries; Industry; Job Training; Literature Reviews; Postsecondary Education; *Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; *School Business Relationship; Success
IDENTIFIERS- *TAFE (Australia)

This study examines what makes cooperative arrangements between industry and Technical and Further Education (TAFE) in Australia successful. A literature review highlighted the importance of the provision of high quality technical education that meets the needs of the client. A range of innovative or entrepreneurial examples of industry/TAFE cooperative arrangements were identified. Five case studies were examined: establishment of the Textile and Fiber Research Institute within the Melbourne College of Textiles; Regency College of TAFE Hotel School program to provide training for QANTAS flight cabin crew; establishment of the Building Industry Management Education and Training Center; conduction of skills audits by the Fremantle College of TAFE; and development by Australian Cement/Mudgee TAFE of a course to introduce adult learners to apprenticeships. Success factors identified in industry/TAFE cooperation included the following: (1) TAFE must meet the needs of the client and respond quickly; (2) industry must clearly define the training issues, if necessary, with TAFE's assistance; (3) both parties must develop a mutually beneficial working relationship; (4) TAFE staff need to be pragmatic, practical, and prepared to take calculated risks; (5) TAFE managers must develop an appropriate organizational culture which fosters innovation and quality in the products or services delivered; (6) TAFE must make the necessary investment in human resources; and (7) the skills and capability of the college must be actively promoted to industry. (Thirty-one references and the questionnaire are appended.) (YLB)

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ED 350 471 CE 062 162

Hall, William
Getting to Grips with Quality.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; Change Strategies; Foreign Countries; Industry; *Management Systems; *Organizational Change; Organizational Development; Postsecondary Education; *Quality Control; School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- Australia

This booklet is written for the general reader who wants to understand important trends in vocational education and training. The first part is a description of the subject matter in a manner intended to be clear to any interested layperson. It defines quality and then discusses these changes in organizations to respond to the demand for good quality: changes to attitude throughout the organization, changes to organizational structure, and changes to organizational operation, including increased responsibility for quality. The linkage of statistics to quality is examined, and key quality

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Activism; Adult Education; Advocacy; *Citizen Participation; Citizen Role; *Citizenship Education; Citizenship Responsibility; *Civics; Democracy; Public Policy; Social Action; *Values Education
IDENTIFIERS- ERIC Digests

Civic knowledge, skills, and the disposition to use them to achieve a vision of the community that is desired can be furthered through purposefully structured civic education. Informed judgment and action with regard to the public's affairs is the goal of adult civic education. The integral elements of adult civic education are information, values, and action. An objective in adult civic education should be to help citizens learn how to use the aid of experts and qualified professionals in making public policy decisions while limiting it to citizen review and control. Another problem for adult civic education is to help learners develop civic virtue as a basis for acting when their involvement in a public issue in the first place is often driven by emotional investment in a special interest, deflecting attention from a larger view of public responsibilities. The ultimate objective of civic education is to help citizens learn to be morally responsible actors. Adult educators have responsibility to serve as advocates, not of specific choices or solutions to public issues, but of thoughtful and deliberate choice that is a prelude to action. (YLB)

ED 350 490 CE 062 428

Imel, Susan
Small Groups in Adult Literacy and Basic Education. ERIC Digest No. 130.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Literacy; *Cooperative Learning; Illiteracy; Learning Strategies; *Literacy Education; Program Implementation; *Small Group Instruction; Student Participation; *Teaching Methods
IDENTIFIERS- ERIC Digests

The use of small groups in adult literacy and basic education has been stimulated by a desire to provide a more learner-centered and collaborative learning environment. Another set of factors promoting their use is related to increased use of language experience or whole language as instructional approaches in adult literacy and basic education. Major advantages of the small group approach are as follows: it allows for integration of critical thinking, permits learners to expand their repertoire of learning strategies, breaks down the isolation and provides peer support, enhances learners' self-esteem, and creates a cooperative participative environment. There are three major disadvantages: difficulty in accommodating a wide range of needs and abilities; reconciliation of individuals' needs with the group's needs; negotiation of a learner-centered curriculum; and more preparation time. Effective groups are small, learner centered, experiential, cooperative, and participatory. Implementation considerations include selecting and training leaders, assigning learners to groups, choosing

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140),Reports - General (140)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Children; Drug Abuse; Drug Education; Incidence; *Prevention

This booklet gives examples of successful community drug abuse prevention programs, as well as guidelines for finding out more about a community's prevention needs and taking action. The first section discusses taking action against drug abuse. It presents examples which illustrate the different approaches communities have taken. Ten steps to help your children say no to alcohol and other drugs are included. Suggestions are included for finding out more and taking action with one's family, schools, youth and recreation groups, the health care system, the legal system, the religious community, the business community, civic organizations, and the local media. Resources for taking action are described. Figures are given for trends in perceived harmfulness of drugs by age for 1985, 1988, and 1990; alcohol and other drug use by the American population, including any illicit drug use, marijuana use, cocaine use, and alcohol use; and a graph of any illegal drug use for the years 1975 to 1990. "Find Out More" and "Take Action" checklists are included. Discussions of the facts about alcohol and drug use and the effects of alcohol and other drugs are included. Referral sources are listed in the categories of federal agencies; private organizations, civic groups, and religious organizations; clearinghouses; and toll-free information and referral services. (ABL)

ED 350 511 CG 024 564

Gust, Steven W., Ed.; And Others
Drugs in the Workplace: Research and Evaluation Data. Volume II. Research Monograph 100.
PUB DATE- 90
NOTE- 263p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Drug Abuse; *Drug Use; Employees; *Employment; Incidence; Research; *Work Environment

This monograph presents 14 articles on the topics of the nature and extent of drug use by the workforce; drug use and job performance indicators; and drug free workplace program research. These articles are included: (1) Research on Drugs and the Workplace: Introduction and Summary (Steven Gust, Dennis Crouch, J. Michael Walsh); (2) Drug Use Patterns and Demographics of Employed Drug Users: Data from the 1988 NIDA Household Survey (Andrea Kopstein, Joseph Gfroerer); (3) Drugs in the Military Workplace: Results of the 1988 Worldwide Survey (Robert Bray, Mary Ellen Marsden, J. Rachal, Michael Peterson); (4) Patterns of Drug Use in a Large Metropolitan Workforce (Wayne Lehman, D. Dwayne Simpson); (5) Drug Use Trends in a Nuclear Power Facility: Data from a Random Screening Program (Carl Osborn, Jacque Sokolov); (6) Mandatory Post Accident Drug and Alcohol Testing for the Federal Railroad Administration (FRA) (David Moody, Dennis Crouch, David Andrenyak, Rachel Smith, Diana Wilkins, Ann Hoffman, Douglas Rollins); (7) Development of Repeated Acquisition Methodologies To Detect Drug-Induced Disruption in Human Learning (Warren Bickel, Stephen Higgins, John Hughes); (8) Residential Laboratory Research: A Multidimensional Evaluation of the Effects of Drugs on Behavior (Marian Fischman, Thomas Kelly, Richard Foltin); (9) Effects of Alcohol on Human Behavior: Implications for Workplace Performance (Thomas Kelly, Richard Foltin, Marian the policy concerning employee-student relationships. Because of the critical importance of administrators and supervisors in preventing, stopping, and dealing with sexual harassment, their education on the sexual harassment policy and complaint procedures was given high priority. Their responsibility of reporting, reviewing, and investigating complaints, taking corrective action to prevent sexual harassment, and educating other employees concerning sexual harassment policy was emphasized through the educational process conducted at the University of Florida. (ABL)

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ED 350 532 CG 024 586

Accountability in Dispositions for Juvenile Drug Offenders. Monograph.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- Mar 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Community Programs; Courts; *Criminals; *Delinquent Rehabilitation; Juvenile Courts; *Juvenile Justice

Guidelines for the general development and implementation of accountability-based approaches for juvenile drug offenders are presented in this monograph. These topics are discussed: (1) the accountability approach; (2) the relevance of the accountability approach to drug offenders and its relationship to drug abuse treatment; (3) surveys of chief probation officers and court managers, focus groups of juvenile justice professionals, and interviews with directors of juvenile drug programs and community service programs; (4) findings from the survey of chief probation ofn officers and compilation of juvenile corrections data in the areas of nature and extent of the problem, juvenile drug offender profile, and impact on the system; (5) gaps in community supervision with community-based programs for drug offenders often described as inadequate to deal with the special problems presented by the new generation of drug offenders; (6) the three themes which emerged as most lacking in community-based responses, i.e., the need for more structure, a coherent logic for sanctioning drug offenders based on harm done, and performance-based supervision; (7) values, goals, and objectives; (8) suggested pilot project design; and (9) 18 critical elements necessary for effective accountability for juvenile drug offenders. A table of accountability practices for drug offenders, a list of resources, and information on technical training assistance and program funding are included. (ABL)

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ED 350 533 CG 024 587

Drug Testing Guidelines and Practices for Juvenile Probation and Parole Agencies.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Apr 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College
Students; Higher Education; Predictor Variables; *Public
Health; *Safety; *Sexuality; *Student Behavior
IDENTIFIERS- *Safe Sex Practices

This study was conducted to assess the predictors of safe sex practices among a group of college students. Subjects were 261 students attending the evening division of a large urban university campus, 68% of whom were female and 94% of whom reported being heterosexual. The average age of respondents was 26 years. Subjects responded to questions concerning their knowledge about sources of human immunodeficiency virus (HIV) transmission, history of sexual behavior, attitudes toward homosexuality, intravenous drug use, casual sex, Acquired Immune Deficiency Syndrome (AIDS) hysteria, and heterosexual invulnerability to infection. The majority of students knew how HIV was transmitted, but 40.4% responded incorrectly or were unsure about ways in which one cannot be infected. Nine percent of the heterosexual population practiced safer sex although 27% had sexual contact with a high risk group member. A stepwise discriminant analysis using variables hypothesized in the research literature to be associated with practicing safer sex was used to predict group membership. Five predictor variables successfully classified 75% of the grouped cases. The safer sex group was younger, felt less vulnerable to AIDS, was more positive about sexual activity, felt more assured of the actual routes of transmission, and were more critical of intravenous drug users. (Author/NB)

ED 350 553 CG 024 609

Andrews, Richard L.
The Effects of School Health Curricula on Knowledge, Attitudes,
and the Onset of Substance Abuse from Kindergarten to Grade 12.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Students; Elementary Secondary
Education; *Health Education; *Knowledge Level; Longitudinal
Studies; Secondary School Students; *Student Attitudes;
*Student Behavior; *Substance Abuse

In 1977, a longitudinal study was undertaken to determine the effects of health curricula on children's knowledge level; their attitudes toward good health practices; and their smoking, drinking, and drug-use behavior. Knowledge and attitude tests and a student survey were administered to students who entered kindergarten in 1977. These children were followed longitudinally and retested from first through third grade. Starting in 5th grade, another group of children was added and all children were followed through 12th grade. One group of children received the "Growing Healthy" curriculum from kindergarten through sixth grade. A second group received the standard textbook approach through third grade, then Growing Healthy for fourth through sixth grades. A third group received the standard textbook approach from kindergarten through sixth grade. The findings provide much positive evidence that the elementary school curriculum that children receive has an impact upon their levels of knowledge about health and their attitudes toward health; in addition these curricula appear to have an impact upon present and future health practices of students. Early intervention (using the of performance among Year 2 children in reading and writing and more evidently the latter; (2) many teachers found it difficult to differentiate among different levels of pupil performance; (3) the assessment procedures had little direct application to teaching strategies adopted; (4) assistance for pupils with special needs was difficult to obtain on a systematic basis; (5) there were marked differences between the teachers' competence as effective managers of children and time; (6) the classrooms of effective teachers had a layout that was compartmentalized and designed to promote opportunities for independent learning; (7) schools differed greatly in the extent to which they drew on assistance from parents or other adults in the classroom; (8) most teachers claimed to use a variety of methods in teaching reading and writing; and (9) while the children were generally seated in groups, they seldom worked collaboratively. (Two tables and three figures of data are included; appendixes include the selection of schools and pupils, the pupil literacy profile, case study interviews, and an article on children's writing at age 7.) (RS)

ED 350 574 CS 011 055

Brooks, Greg; And Others
What Teachers in Training Are Taught about Reading: The Working Papers.
PUB DATE- 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Methods Research; *Preservice Teacher Education; Questionnaires; *Reading Instruction; Reading Research
IDENTIFIERS- England; Northern Ireland; Wales

This book presents 5 working papers which were produced in the course of a study undertaken in 1991 to obtain information on how the 92 universities, polytechnics and colleges in England, Wales, and Northern Ireland which offer initial teacher training courses prepare students to teach reading in primary and secondary schools. The five papers are: (1) Review of the Literature on the Preparation of Teachers to Teach Reading (Greg Brooks); (2) The Institutional Questionnaire (Greg Brooks); (3) Analysis of the Booklists (Alison Tate); (4) The Interview Data (Alison Tate); and (5) The Graduate Questionnaire (Tom Gorman). Twenty-one figures and 13 tables of data are included. Appendixes present the project staff, a list of members and assessors of the CATE (Council for the Accreditation of Teacher Education) Working Group, the institutional questionnaire, and the graduate questionnaire. (SR)

ED 350 575 CS 011 056

Gorman, Tom; Fernandes, Cres
Reading in Recession. A Report on the "Comparative Reading Survey" from the National Foundation for Educational Research.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Primary Education; *Reading

Two studies evaluated the use of the Student Team Reading (STR) and Student Team Writing (STW) program in urban middle schools. The first study investigated the use of STR in 20 experimental sixth-grade classes in three schools matched with 39 classes in three control schools. The second study investigated the use of STR and STW in sixth, seventh, and eighth grades in two urban middle schools in Maryland matched with three control schools. In the first study, experimental students achieved significantly higher on a standardized measure of reading comprehension. The reading comprehension achievement of academically handicapped students, analyzed separately, was highly significant in favor of the experimental group. In the second study, the STR and STW students had significantly higher achievement on measures of reading vocabulary, reading comprehension, and language expression. (Two tables of data are included in the first study, and one table of data is included in the second study; 25 references are attached to the first study, and 22 references are attached to the second study.) (Author/RS)

ED 350 595 CS 011 078

Mason, Jana M.; And Others
Toward an Integrated Model of Early Reading Development. Technical Report No. 566.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Factor Analysis; *Family Environment; Longitudinal Studies; Models; Parent Influence; *Parent Student Relationship; Predictor Variables; Primary Education; *Reading Ability; *Reading Comprehension; Reading Research; Regression (Statistics)
IDENTIFIERS- *Emergent Literacy

A longitudinal study examined the contributions of early language ability, home characteristics, and emerging knowledge about literacy to children's later decoding and comprehension ability. The study followed 127 children from the beginning of kindergarten to the end of grade 3 (when 83 were left). Subjects attended schools in a small, rural, midwestern town or a low-income area of a small midwestern city. In one of two sets of regression analyses, baseline measures collected at the beginning of kindergarten were used as predictors of reading ability at the next five time periods: end of kindergarten, beginning of first grade, and at the ends of first, second, and third grade. In the second set of analyses, the same baseline measures and measures of reading ability at the end of each time period, predicted reading ability for each subsequent time period. Results indicated that: (1) individual differences in decoding ability have little effect on children's reading comprehension, and vice versa; (2) early language understanding predicts reading comprehension; (3) emerging knowledge about reading predicts subsequent decoding ability; (4) children's early interest in and involvement in literacy predicts gains in reading; and (5) home problems had a negative prediction on reading. Findings suggest support for integrating cognitive processing models, developmental models, and social constructivist models. (Thirteen tables and three figures of analyzes the implementation of ENFI (Electronic Networks for Interaction), an innovation that uses computers and local area networks in the teaching of writing. The paper presents ENFI's idealization in terms of its technological features and original visions for its use, and then its realizations. The paper identifies 16 distinct realizations of ENFI, and presents case studies of 2 of them in detail, relating each to characteristics of the setting in which it appeared. (Figures representing the conventional model of implementation, re-creation of an innovation in a social setting, two examples of ENFI computer screens, and six samples of student writing are included: 27 references are attached.) (RS)

ED 350 616          CS 213 564

Bertsch, Debbie, Comp.; And Others
The Best of Miami University's Portfolios 1992.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 119p.; For the 1991 edition, see ED 343 509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Advanced Placement; *College Bound Students; Higher Education; High Schools; High School Students; *Portfolios (Background Materials); Student Placement; *Student Writing Models
IDENTIFIERS- *Miami University OH; Writing Contexts

This booklet presents seven complete portfolios (each consisting of four pieces of writing) and selections from seven other successful portfolios submitted by 1992 incoming freshmen to Miami University. The portfolios or selections in the booklet were considered to be truly outstanding among the 465 portfolios submitted in 1992. Authors of the portfolios or selections in the booklet received six credits in college composition and completely fulfilled their university writing requirements. The 1992 scoring guide for portfolios, the 1993 description of portfolio contents, the 1993 guidelines for portfolio submission, the 1993 portfolio information form, and a list of the 1992 supervising teachers are attached. (RS)

ED 350 617          CS 213 565

Black, Laurel; And Others
Handbook of Writing Portfolio Assessment: A Program for College Placement.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Placement; College Bound Students; Higher Education; *Portfolios (Background Materials); *Student Placement; *Writing Evaluation
IDENTIFIERS- Alternative Assessment; *Miami University OH

A product of 3 years' experience in administering the Miami University Portfolio Writing Program, this handbook is designed to assist college faculty in administering a portfolio writing

those expressed as "true friendship," "mature love," "an exciting life," and "polite." Findings suggest that values inquiry remains an elusive and intriguing field of study, worth pursuing to discover the impact of instruction in students, and ultimately, the mass media profession. (Four tables of data are included and 41 references are attached.) (Author/SR)

ED 350 636 CS 507 953

Mueller, Barbara; Wulfemeyer, K. Tim
Commercial Speech and Captive Minds: Regulating Advertising in Public High Schools.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Audience Awareness; Educational Research; Educational Trends; *High Schools; *High School Students; Mass Media; National Surveys; *Public Schools; Television
IDENTIFIERS- *Channel One; Educational Issues; *State Regulation

The youth market is a lucrative one, influencing the spending of over $125 billion annually. Increasingly, advertisers are turning to new in-school vehicles, including "wall media" (such as wallboards), tie-in programs, product sample packages and sponsored television programming, to reach students in public high schools. School systems, strapped for cash, find offers from advertising revenue hard to turn down. The most controversial attempt to reach students in schools as consumers has been Channel One, a daily, 12-minute television news program with commericals. Channel One has been strongly attacked by media and educational experts alike for emphasizing product values like having fun and being attractive, especially at a time when schools in general are being unfavorably evaluated for students' lack of performance in basic academics. The regulation of commercial speech appears to have legal precedent and has been supported by the Supreme Court. A telephone poll surveyed every state department of education in the United States in March 1991. The survey revealed that, despite the rising tide of criticism of targeting schools for marketing attempts, only 11 states have adopted system-wide guidelines. Policy statements from these 11 states reveal certain similarities. Forty-four states allow schools to air Channel One. Most states allow local districts to decide how to handle advertising in the schools. Should a state system of schools decide to permit commercial messages to reach students, a variety of methods might be used to maintain curricular integrity, including offering critical thinking instruction concerning media and advertising. (Thirty-eight references are attached.) (HB)

ED 350 637 CS 507 971

Bohlken, Robert; Macias, Lori
What a Nonnative Speaker of English Needs to Learn through Listening.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 5-7, 1992).

government-education-industry relationships, and major implications for educational policy-making and planning. The final section details a summary of the respective case study for each of the six participating countries. Each summary provides the objectives , research methodology, and findings of the study. (Contains 16 references.) (RR)

ED 350 656 EA 024 326

Gonzalez, Orlando B.
The Effects of an Inservice Program on School Administrators' Knowledge Concerning the Fourth Amendment's Applicability to Student Searches and Seizures.
PUB DATE- Jul 92
NOTE- 97p.; M.S. Practicum Report, Nova University. Material in appendix I, "Permission To Reproduce Published Material" will not reproduce adequately due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrator Responsibility; Civil Rights; Compliance (Legal); *Constitutional Law; Crime; Elementary Secondary Education; *Inservice Education; Professional Development; *School Law; School Responsibility; *Search and Seizure; Student Rights; Vandalism

Findings of a study that examined the effect of a 13-week inservice program on administrators' awareness of laws governing student searches and seizures are presented in this practicum report. Four school-site administrators participated in the project once a week. Program activities included case analyses, role-playing exercises, and critical-thinking worksheets. Pre- and post-test surveys indicate that participants made significant gains in their knowledge and understanding of laws that regulate student search and seizure. Implications are that school districts must communicate legal information to school-site administrators and develop a district curriculum. Appendices contain a manual that outlines the relevant law regarding student search and seizure, critical-thinking worksheets, and survey findings. (Contains 37 references.) (LMI)

ED 350 657 EA 024 333

Cole, Richard
Constructing the Path to Tomorrow: Strategic Planning and Implementation in the David Douglas School District.
PUB DATE- Mar 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Planning; Elementary Secondary Education; Models; *Program Evaluation; *Program Implementation
IDENTIFIERS- David Douglas School District OR; *Goal Setting; *Strategic Planning

Following a brief introduction to the David Douglas School District community and schools located in a partly unincorporated area of Portland/Multnomah County, Oregon, this publication describes the district's prior annual goal-setting process and its evolving Vision 90's strategic-planning and implementation process (SPI). Strategic-planning steps included recognizing the need for a comprehensive and inclusive

This report outlines the policy components providing high leverage for K-12 education system reform (standards and curriculum, assessment and accountability, governance, professional development, higher education, finance, cross-agency collaboration, and diversity/choice options) and provides examples of states' progress in these areas. Five key strategies for coordinating and sustaining policy change are summarized. Directory information for organizations representing each policy component is also provided. (MLH)

ED 350 676 EA 024 361

Creating Visions and Standards To Support Them. Restructuring the Education System.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Educational Change; Elementary Secondary Education; General Education; *Institutional Mission; *Lifelong Learning; *Standards; *Vision
IDENTIFIERS- *Educational Restructuring

Vision is a critical piece of the educational reform puzzle that anchors and gives meaning to the whole. America's current vision for education promotes universal education access, factory-model organization approach, learning as a passive activity, raw ability as a performance determinant, and a basic skills emphasis for average students. Except for commitment to universal access, this vision is outdated and reflects neither present-day demands nor current learning research. A new vision might stress the importance of universal access (reinforced by equity and excellence) and seek to reorganize schools and classrooms around student needs, encourage active student participation in their learning, provide enough time and opportunity for all students to master a challenging curriculum, and help all students use their minds well and become lifelong learners. A vision should focus on desired outcomes, be inspirational, and reflect the values and beliefs that bind a community together. Standards translate a broad vision into statements of desired performance outcomes that encourage all students to learn at higher levels and provide benchmarks for assessing student performance and reform effectiveness. High standards keyed to world-class performance levels are necessary to protect the nation's economic health and competitiveness. Standards must allow flexibility, consider local needs, and encourage creativity. Advice and examples are provided for establishing and adopting standards. (MLH)

ED 350 677 EA 024 362

Introduction to Systemic Education Reform. Restructuring the Education System.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Accountability; *Change Strategies; *Educational Change; *Educational Environment; *Educational Policy; Elementary Secondary Education; Lifelong Learning; Program Implementation; State Action; *Systems Approach; *Vision

Widespread educational reform will occur only if encouraged by a

Suzanne R. Krumbein and Gerald Krumbein; "Project 2061: Science for All Americans," by Andrew Ahlgren; "Environmental Education: An Opportunity for Interdisciplinary and Multi-Disciplinary Curriculum Planning," by John Ramsey; "Can We Move Writing Across the Curriculum?," by Margaret Earley; and "Some Common Threads of the Interdisciplinary Curriculum," by John M. Jenkins. (LMI)

ED 350 698 EA 024 391

Randall, Ruth E.
Education for the '90s.
PUB DATE- 23 Jan 90
NOTE- 12p.; Speech before the Annual Meeting of the School Division of the Association of American Publishers, Inc. (Washington, DC, January 23, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Learner Controlled Instruction; Outcomes of Education; *Role of Education; *School Based Management; *School Choice; *School Restructuring; State Action; Student Centered Curriculum

The role of education in reaching all children is discussed in this address. The former Minnesota Commissioner of Education describes the major restructuring efforts undertaken in the state during her tenure. Reform efforts were made in six areas, in which the following changes occurred: (1) from input-based education to individualized, outcome-based learning; (2) from ad hoc programs to a comprehensive policy; (3) from K-12 programs to lifelong learning; (4) from monopoly to school choice; (5) from elite to participative decision-making structures; and (6) from the school as a single delivery system to community education. (LMI)

ED 350 699 EA 024 392

A Shift in Focus: To Empower Utah's Children To Function Effectively in the Society in Which They Will Live. A Report by the Strategic Planning Commission.
PUB DATE- Nov 88
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Excellence in Education; *School Restructuring; *Statewide Planning; Student Improvement; Student Needs
IDENTIFIERS- *Utah

Plans for the fundamental restructuring of Utah elementary-secondary education are described in this report. The plans include a shift in focus from reforming the old system to making systemic changes in order to meet students' needs. The first section outlines the mission, goals, and anticipated outcomes of Utah public education. The second section highlights changing educational patterns in the state from 1800 to1988. Section 3 explains the rationale for the educational shift in focus, in which excellence is created by meeting students' needs and helping them to internalize learned information. The fourth section compares the specifics of a student-focused system with the industrial-model school in the community's commitment to educational innovation, reveal discrepancies between community status and members' perceptions of it, and sustain community effort. The appendix includes individual sections on each national goal, which contain objectives, questions to ask, measures to use, and information resources. (LMI)

ED 350 721                EA 024 430

What Other Communities Are Doing...National Education Goal #1.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Community Planning; Community Support; *Educational Objectives; Elementary Secondary Education; *Learning Readiness; *Program Development; School Community Relationship; *School Readiness
IDENTIFIERS- *America 2000

Suggestions for helping communities achieve the first National Education Goal--by the year 2000, all children will start school ready to learn--are presented in this document. The ways in which readiness is developed and what communities can do to support families are described. Examples are provided of 13 community projects that are preparing children to learn. A list of 26 resource groups and 38 suggested readings are included. (LMI)

ED 350 722                EA 024 431

What Other Communities Are Doing...National Education Goal #2.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Community Action; *Community Planning; *Community Programs; Community Role; *Dropout Prevention; *Dropout Programs; Dropout Rate; Educational Attainment; *Educational Objectives; Program Development; Secondary Education
IDENTIFIERS- *America 2000

Guidelines designed to help individual communities achieve the second National Education Goal are offered in this document. The goal states that by the year 2000, the high school graduation rate will increase to at least 90 percent. Eight suggestions for creating successful dropout prevention efforts are discussed: start early; set high expectations for all students; monitor student progress closely; personalize instruction; keep classes small; make educational experiences relevant; make schooling flexible; and provide help for nonacademic problems. Other characteristics of successful dropout prevention programs include creation of an "insider environment" for at-risk students, legitimate opportunities for success in that environment, at least one totally committed person, and support from school and community leaders. Nine

NOTE- 64p.; For related documents, see ED 318 155, ED 332 677, ED 332 466, ED 335 861, and ED 342 170.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Employment Patterns; Followup Studies; Graduate Surveys; High School Graduates; High Schools; Individual Characteristics; Interviews; *Outcomes of Education; *Quality of Life; Resource Room Programs; Sheltered Workshops; Special Classes; *Vocational Adjustment

This study investigated the adjustment of randomly selected Iowa students with behavioral disorders in the classes of 1984 and 1985, 1 and 3 years after exiting high school. Ninety-five (86 percent of those selected) individuals from the class of 1984 were interviewed 1 year out of high school; 50 students from this same class were interviewed 3 years out of school. Eighty-nine (66 percent) from the class of 1985 were interviewed 1 year out of high school and 82 were interviewed 3 years out of high school. Results are reported in terms of: (1) general status information (such as marital status and living arrangements); (2) information about those competitively employed versus those employed in sheltered workshops; (3) incidence of "successful" adjustment; and (4) a comparison across graduating classes and between years 1 and 3. Data are presented for the total group by program model (resource teaching versus special class) and by graduation status. Conclusions include the following: a low incidence of success by both groups; similar outcomes for individuals in both resource and special class programs; significant (but limited) improvements in subjects' situations between 1 and 3 years; and some significant differences between outcomes for the two classes. The need for effective transition planning which involves the individual, the family, educators, and adult service providers is stressed. (DB)

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ED 350 743 EC 301 550

Christmas, Oren L.
Use of Technology by Special Education Personnel.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Integrated Activities; *Knowledge Level; Microcomputers; Questionnaires; School Districts; Special Education Teachers; State Surveys; *Teacher Attitudes; Telecommunications
IDENTIFIERS- Michigan

This paper describes a study by Project ACCESS (Addressing Computer Concerns of Educators of Special Students) in Michigan to ascertain the existing level of knowledge and use of technology in special education. Analysis of questionnaires returned by 266 local education agency personnel and 266 intermediate school district (ISD) personnel indicated the following findings: early respondents tended to be more "computer literate" than later respondents; most respondents indicated they had integrated technology (usually microcomputers and speech synthesizers) into their educational setting; most respondents had access to microcomputers and had received some recent computer training; training was received

Polsgrove, Lewis
Training, Education Policy, Systems Change, and Instruction. Annotated Bibliography. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 67p.; For related documents, see EC 301 540, EC 301 567-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Change Strategies; *Disabilities; Educational Change; *Educational Policy; *Educational Trends; Elementary Secondary Education; Instructional Development; Preservice Teacher Education; Special Education; *Teacher Education; *Teaching Methods; *Trend Analysis

As part of a 3-year study to identify emerging issues and trends in technology for special education, this bibliography describes 45 relevant journal articles. The journal articles cover the areas of personnel preparation, educational policy, systems change, and instruction. For each article, a critical summary is presented which includes the identification of specific implications for the future. Publications are listed alphabetically by author and range in date from 1980 through 1991. (DB)

ED 350 762 EC 301 569

Bayoumi, Magdy
VLSI Technology: Impact and Promise. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 45p.; For related documents, see EC 301 540, EC 301 567-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Disabilities; Educational Media; Educational Trends; Elementary Secondary Education; History; Microcomputers; *Research and Development; Special Education; *Technological Advancement; Technology Transfer; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Very Large Scale Integration Technology

As part of a 3-year study to identify emerging issues and trends in technology for special education, this paper addresses the implications of very large scale integrated (VLSI) technology. The first section reviews the development of educational technology, particularly microelectronics technology, from the 1950s to the present. The implications of very high computational power available at low cost are then examined for the fields of education, medicine, assistive devices for individuals with disabilities, home electronics, business, management information systems, music, defense applications, space programs, industrial applications, and super computing. The second section then briefly considers future applications of new technologies including gallium arsenide technology, fuzzy logic, and neural networks. A high level of technological integration is predicted for the 21st century based on the immense power of VLSI-based automation. An appendix outlines, through text and figures, the fundamentals of VLSI. (Contains 25 references and 5 figures.) (DB)

The goals, listed in order of importance as determined by representatives of the education field who participated in two national forums of Canadian educators, include: (1) collaboration between organizations and coordination of services; (2) broad review of purpose and goals of education aimed at renewal/restructuring of education; (3) definition of dropout and at-risk students; (4) focus on prevention in the early years; and (5) development of schools' ability to respond as needed to individual students. (JDD)

ED 350 781 EC 301 592

Update on Stuttering.
PUB DATE- Aug 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Etiology; Language Fluency; *Measurement Techniques; Research Projects; Resources; *Stuttering

This leaflet provides a summary of research and recent advances in understanding stuttering. Stuttering is defined as a disorder in which the rhythmic flow of speech is frequently disrupted by repetitions of sounds or syllables. The leaflet outlines possible causes of stuttering, methods of measurement of fluency and work on a uniform method of measurement, common factors involved with stuttering, and the process of speech formation. Relevant activities of the National Institute on Deafness and Other Communication Disorders are described, and a list of four organizations to call on for additional information is provided. (JDD)

ED 350 782 EC 301 593

Because You Asked about Waardenburg Syndrome.
PUB DATE- Sep 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Etiology; Genetics; Government Role; *Hearing Impairments; *Heredity; Participation; Research Projects; *Symptoms (Individual Disorders)
IDENTIFIERS- *Waardenburg Syndrome

This pamphlet uses a question-and-answer format to provide information about Waardenburg syndrome, an inherited disorder often characterized by varying degrees of hearing loss and changes in skin and hair pigmentation. The pamphlet covers: causes of Waardenburg syndrome. characteristics, types, research being done, ways to help in research projects, and relevant activities of the National Institute on Deafness and Other Communication Disorders. (JDD)

ED 350 783 EC 301 594

Update on Developmental Speech and Language Disorders.
PUB DATE- Dec 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Education; *Inservice Teacher Education; Literature Reviews; *Mainstreaming; Questionnaires; *Regular and Special Education Relationship; Surveys; *Teacher Attitudes
IDENTIFIERS- Chicago Public Schools IL

This paper presents a review of the literature and results of a study on regular teacher attitudes toward mainstreaming of students with disabilities in regular classes. Emphasis is on mainstreaming experiences in Illinois, especially Chicago, public schools. These efforts are related to concepts of the least restrictive environment and the regular education initiative. The study queried 31 Chicago elementary teachers about their attitudes toward mainstreaming. Reported positive attitudes were not supported by a small pilot study. Both the literature and the study indicate a basic support for mainstreaming but also the critical need for regular class teachers to be provided with inservice training, supportive assistance from special education teachers, and administrative support. The questionnaire (and tabulated results) and graphs are attached. (Contains 22 references.) (DB)

ED 350 803 EC 301 617

Models for Providing a Continuum of Services to: Gifted Students. Research & Demonstration Series in Gifted Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 57p.; For related documents, see EC 301 618-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Curriculum Development; *Demonstration Programs; Educational Practices; Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; Mentors; *Regular and Special Education Relationship; Talent; Underachievement
IDENTIFIERS- *Ohio

This report presents model educational programs for gifted and talented students developed by six Ohio school districts. Provided for each program is information on: identifying characteristics (district, location, school population, project director); project goals, objectives and activities; project results; promising practices and recommendations; and project products. The following projects are included: (1) Major Work Partnership--a model of teacher training for gifted education (Cleveland City Schools) which fosters a mentoring relationship between experienced Major Work teachers and regular teachers; (2) a transitional restructured elementary gifted program (Forest Hills) which is moving to provide support to teachers serving gifted students in regular classrooms; (3) the Muskingum County 2-year staff development project for teachers of gifted students in the regular classroom; (4) serving secondary gifted students in the regular classroom setting (Reynoldsburg); (5) Talents Unlimited (Sidney) which focuses on comprehensive curriculum development at the high school level; and (6) the Junior High Opportunity Power Project (Toledo) which serves underachieving gifted students in regular class programs. (DB)

ED 350 804 EC 301 618

other to complete a common task such as a survey or map completion. (MSE)

ED 350 820 FL 020 435

Reinwein, Joachim
L'effet de la mise en page d'un livre sur le pairage du texte et de l'illustration par le jeune lecteur (The Effect of Book Layout on the Linking of Text and Illustrations by the Young Reader).
PUB DATE- Jan 92
NOTE- 29p.; Paper presented at the Annual Meeting of the World Congress of Applied Linguistics sponsored by the International Association for Applied Linguistics (9th, Thessaloniki, Greece, April 15-25, 1990).
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Editing; Foreign Countries; French; Grade 3; *Illustrations; *Instructional Materials; *Layout (Publications); Primary Education; *Reading Comprehension; *Textbook Preparation
IDENTIFIERS- Canada; *Quebec (Montreal); Textbook Design

A study investigated the degree to which the page layout of a book affects the young reader's association of text with appropriate illustrations. Four hundred native French-speaking third-graders in eight Montreal (Canada) schools participated. In a third-grade text about animals, the names of the animals illustrated in pictures and other words were omitted from eight paragraphs and replaced by blanks. Eight versions of the booklet were made with different layouts of illustrations and text, some regularly and some irregularly pairing text with illustration. Subjects were required to read the texts and fill in the blanks. Responses were compared with the words in the original text and examined for correspondence or confusion with the nearby illustrations. It was found that comprehension was best on the version in which the pictures were on the page facing the text. Comprehension was also good for layouts in which text and illustration were both on right-hand pages. Sequence (i.e., picture following text or picture preceding text) had a much less significant effect on comprehension. Some additional comprehension effects were found to occur according to layout. (MSE)

ED 350 821 FL 020 520

Grunwell, Pamela, Ed.
Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987). British Studies in Applied Linguistics, 3.
PUB DATE- 88
NOTE- 114p.; For individual papers, see FL 020 521-530.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Applied Linguistics; Classroom Techniques; Dialog Journals; English (Second Language); Foreign Countries; Instructional Effectiveness; *Intercultural Communication; Interpreters; Interpretive Skills; *Language Research; *Language Role; *Linguistic Theory; Listening Comprehension; Medicine; Physician Patient Relationship; Physicians; Second Language Instruction; Student Placement; Theory Practice

informing and often have a rising pitch movement. A third type of "oh" utterance includes a partial repeat of the prior turn. Two subtypes can be identified, with similar but slightly different phonetic details. The fourth type of "oh" utterance consists of freestanding "oh" tokens in response to informings initiated by the news-bearer, with phonetic characteristics dependent on the previous turn. The final utterance type is an "oh" signaling surprise, with a rising-falling pitch. A 21-item bibliography is included. (MSE)

ED 350 841 FL 020 624

Ogden, Richard
Parametric Interpretation in Yorktalk.
PUB DATE- Jun 92
NOTE- 21p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Language Patterns; *Language Research; Linguistic Theory; *Phonology; Research Methodology; *Speech Synthesizers
IDENTIFIERS- *Parametric Analysis; *YorkTalk

The method of parametric interpretation used in the computer program "Yorktalk," software that creates synthetic parameter files from phonological representations of speech, is explained. First, the design of the program is described, and the concept of "exponency" in prosodic analysis is explained as it is applied in the program. Then a hypothetical example of parametric analysis of a syllable is presented. Interpretation of nuclei, codas, and onsets are detailed, and diagrams are provided. The software's treatment of laterals and vowel allophony is given special attention. A 14-item bibliography is included. (MSE)

ED 350 842 FL 020 625

Russ, Charles V. J.
English in Contact with Other Languages: English Loans in German after 1945.
PUB DATE- Jun 92
NOTE- 21p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advertising; Diachronic Linguistics; *English; Foreign Countries; *German; *Language Patterns; Language Research; *Linguistic Borrowing; Linguistic Theory; Mass Media; Morphology (Languages); Sociolinguistics

German borrowing of English words after 1945 is analyzed, focusing on sociolinguistic and linguistic factors, changes English words have undergone in adoption into German, the main areas of borrowing, and the channels through which borrowing has occurred. It is proposed that the most common motives for borrowing are the importation of an object or the prestige value of linguistic knowledge. German attitudes toward loans during this period are generally more moderate than in earlier periods, but some resistance to use of Anglicisms persists. Several types of borrowing are found: assimilated or unassimilated simple loans; loan formations, or translations of the component words in an English compound word; assignment of a new, English-style meaning to an existing German cognate; and

EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Communicative Competence (Languages); *Cultural Awareness; Education; Holidays; Islamic Culture; *Language Proficiency; Marriage; Non Roman Scripts; *Persian; Phonetics; Religion; Second Language Instruction; *Second Language Learning; Social Behavior; Socialization; *Sociolinguistics; Standards; Teaching Methods; Training; Uncommonly Taught Languages; Verbs; Vocabulary; Writing Instruction; Written Language
IDENTIFIERS- *American Council on the Teaching of Foreign Langs; Koran; Politeness

Designed to be used as complementary instructional material for American students as well as second-generation Iranians in America, this work presents a collection of material for teaching Persian language and culture. Research and analysis of some relevant linguistic issues, interactive methodology of language teaching and acquisition, and models of instructional material are included. An introductory section includes discussion of elements of learning, successful understanding and communication, and a schematic classification of the content of the volume. The four main sections of the volume are as follows: (1) Instructional Tools (language, meaning and the Holy Koran, Islam, phonetics and phonology, writing, and verbs); (2) Instructor's Material (communicative interaction material for the classroom, communicative performance alternatives such as scenario and role playing, proficiency, and testing strategic interaction); (3) Classroom Material (Noruz, marriage, politeness protocols, and education and training); and (4) Additional Tools lexicon of the vocabulary used in lesson plans, selected readings, selected references, and a bibliography. Appended are the ACTFL provisional proficiency guidelines. Contains 55 references. (Author/LB)

ED 350 864 FL 020 719

Azabdaftari, Behrooz
The Concept of Extensive Reading in the Light of the L1=L2 Hypothesis.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); Educational Strategies; Foreign Countries; *Language Acquisition; *Learning Processes; Linguistic Theory; *Reading Materials; *Recreational Reading; Second Language Instruction; *Second Language Learning; Theory Practice Relationship

A review of the literature of second language teaching suggests that a significant gap exists between linguistic theory and language teaching practice. However, psycholinguistics has influenced development of language teaching policies to the extent that many language teachers have advanced a more semantic, social, and communicative view of language. An extension of this approach suggests that reading for pleasure from appropriate second language (L2) texts provides subconscious and progressively more difficult L2 input much vocational training in Idaho--efforts in vocational equity, counseling and guidance, service to populations with special barriers, school reform and restructuring, career information availability, Job Training Partnership Act funding, adult basic education, teen parenting programs, and articulation; and (5) revise the preparation and professional development of vocational instructors--teacher education, the Professional Development Advisory Council, and a summer conference. Summaries of the massive changes in the Carl D. Perkins Vocational and Applied Technology Education Act and the coordination efforts of the vocational-technical education system and other programs and agencies are also provided. (KC)

ED 350 399 CE 062 016

Quality Education and Training for the Adult Unemployed. A Manual for Planners and Managers in Further Education.
PUB DATE- 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Ancillary School Services; Course Content; *Curriculum Development; Educational Planning; Foreign Countries; Labor Market; *Marketing; Postsecondary Education; *Program Development; Publicity; Public Relations; *Unemployment; Vocational Education
IDENTIFIERS- Great Britain

This manual is designed to support college management teams in Great Britain in the planning and delivery of effective learning opportunities for unemployed people, within the context of changes in the economy, labor market, and education and training policy. Section 1 discusses the context of these changes, and key issues for college planners are listed for each of the three aspects of the change. Section 2 focuses on strategic planning. The planning process is described, a diagram demonstrates a possible planning process, and an example shows the planning process for a specific aim. This section also discusses collaboration and networking and provides examples of networks. Section 3, on marketing, begins with a discussion of both the supply side and the demand side. Three perspectives at the local level from which market research may need to be carried out are examined and researching the potential market, existing market, and past clients is addressed. Other topics include outreach, publicity and promotion, and interagency partnerships. Focuses of section 4, on curriculum management, include curriculum planning, curriculum design and delivery, curriculum content, learner support (including guidance, child care, and transport), and learning support. The purpose and types of assessment as well as accreditation are considered. Section 5 on operational management looks at organizing and resourcing provision, staffing, human resource development, accommodation, administration, and quality assurance. Three appendixes contain information that supplements section 1. (YLB)

ED 350 400 CE 062 017

Employers' Views on the Value of Older Workers. Final Report.
SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.

reevaluation--over 10 weekly sessions. Field testing and evaluation of the learning environment was completed in five educational settings, including secondary and adult education settings, at-risk population settings, and higher education. Thirty-one parents in five parent education programs in a large metropolitan area participated. Findings indicated this learning environment helped stimulate parents to reflect upon their underlying beliefs that guided their practices and provided support that gave them control of their own learning process. (Appendixes include 36 references, data tables, concept maps, and group discussion excerpts.) (YLB)

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ED 350 417          CE 062 091

Anderson, Lorraine Kvistberg; Thomas, Ruth G.
A Developmental Approach to Parenting Education: Parenting as a Growth Process. Draft.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For a related paper, see CE 062 090.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Adult Education; Child Rearing; *Developmental Programs; Educational Innovation; Educational Research; Field Tests; Learning Strategies; Parent Child Relationship; *Parent Education; *Perceptual Development; *Program Design; Program Effectiveness; Program Evaluation; *Self Actualization; Self Concept; Teaching Methods

A study field tested and evaluated an instructional approach to parent education that tried, from a developmental perspective, to help parents become aware of their parenting practices. A program was developed to support parents in becoming aware of personal themes and actions that influenced the nature of parent-child interaction and in becoming aware of personal themes about their own growth as parents. The instructional design incorporated Newberger's (1977) developmental continuum of parental awareness of children and theme expressions parents used in conceptualizing child rearing patterns. Field testing and evaluation of the program was completed in five educational settings, including secondary and adult education settings, at-risk population settings, and higher education. Thirty-one parents participated. The educational program reflected three phases of learning: parental awareness of support-restrict theme expression, theme elaboration and linkage to existing perceptions of parenting practices, and reorganization and reevaluation of parenting practices. Pre- and post-assessments and interviews assessed degree of change in levels of awareness and patterns of theme expression. Parental growth was most evident in theme expression. Parents became more child focused and less self and culture bound in their perspectives. (Appendixes include 32 references, data tables and figures, and examples of levels of awareness and theme expression.) (YLB)

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ED 350 418          CE 062 095

Florida Model Noninstructional Adult Literacy Centers.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.; Miami-Dade Community Coll., FL. Southeast Florida Training Center for Adult Literacy Educators.

equipment list. (KC)

ED 350 436 CE 062 118

Dental Assisting Program Standards.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 89p.; For the program guide, see CE 062 117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Course Content; *Dental Assistants; *Dental Evaluation; Dental Health; Dentistry; Postsecondary Education; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the dental assisting program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

ED 350 437 CE 062 119

Dental Laboratory Technology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 90
NOTE- 233p.; For the program standards, see CE 062 120.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; *Dental Evaluation; *Dental Technicians; Dentistry; Employment Potential; Entry Workers; Job Skills; *Laboratory Technology; Postsecondary Education; Program Guides; State Curriculum Guides; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This program guide contains the standard dental laboratory technology curriculum for both diploma programs and associate degree programs in technical institutes in Georgia. The curriculum encompasses the minimum competencies required for

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Competency Based Education; Nuclear Technology; Postsecondary Education; Radiation; Radiation Biology; Radiation Effects; *Radiographers; *Radiologic Technologists; Radiology; *State Standards; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Georgia

This publication contains statewide standards for the radiologic technology program in Georgia. The standards are divided into 12 categories; Foundations (philosophy, purpose, goals, program objectives, availability, evaluation); Admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); Program Structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); Program Evaluation and Planning (program evaluation, program planning, enrollment, graduation, and placement levels, attrition levels, student performance); Instructional Program (course content, course objectives, course instruction, occupation-based instruction, evaluation of students, grading system, laboratory management, equipment, supplies, and materials; physical facility); Academic Skills (academic requirements); Employability Skills (job acquisition, job retention and advancement); Staff (faculty qualifications and responsibilities); Advisory Committee (function, membership, meetings); Special Needs (commitment); Equity (commitment); and Health and Safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

ED 350 455          CE 062 137

Respiratory Therapy Technology Program Guide.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 89
NOTE- 166p.; For the program standards, see CE 062 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Behavioral Objectives; Competency Based Education; *Course Content; Course Descriptions; Employment Potential; Entry Workers; Job Skills; *Medical Services; Physical Therapy; Postsecondary Education; Program Guides; *Respiratory Therapy; State Curriculum Guides; Technical Education; Technical Institutes; Therapists; Two Year Colleges
IDENTIFIERS- Georgia

This guide presents the standard curriculum for technical institutes in Georgia. The curriculum addresses the minimum competencies for a respiratory therapy technology program. The guide contains four sections. The General Information section contains an introduction giving an overview and defining the purpose and objectives, a program description, including admissions requirements, typical job titles, an accreditation and certification statement; and a curriculum model, including standard curriculum sequence and lists of courses. The next three sections describe the courses under three categories:

principles are discussed. Australia's industry restructuring method is then described. McDonald's is considered as an international example. Introduction of material on quality into Technical and Further Education courses is addressed. Other topics are the importance of strategic planning and the evolution of quality control in Australian organizations. The second part gives an annotated list of 10 publications. (YLB)

ED 350 472 CE 062 163

Hayton, Geoff; Loveder, Philip
How To Do a Skills Analysis and Skills Audit.
PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Potential; *Employment Qualifications; Foreign Countries; Industrial Structure; Job Analysis; *Job Skills; *Measurement Techniques; *Measures (Individuals); Needs Assessment; Occupational Information; Organizational Development; *Skill Analysis
IDENTIFIERS- Australia

This book provides practical suggestions on conducting a skills analysis that identifies the skills required for each job or a skills audit that identifies the skills held by the individual. Chapter 1 describes the contribution of these two types of skills projects to the implementation of major industrial changes in Australia. Chapter 2 defines these terms: job analysis, skills analysis, skills audit, training needs analysis, skill, and competency. Chapter 3 describes these workplace reform activities: develop competitive strategy, work process analysis, job analysis, change to work organization, job redesign, and training needs analysis. Chapter 4 discusses the three steps at the planning stage: set up consultative committee, prepare project brief or proposal, and select a consultant or project officer. Chapter 5 describes in detail the four major steps involved in conducting the skills project: set climate for project, collect skills data, analyze data, and report results. Chapter 6 addresses implementing changes and identifies industrial relations issues. Appendixes include a list of 28 references, an annotated listing of 25 references for further reading, and a glossary. (YLB)

ED 350 473 CE 062 164

Carey, Cristene, Ed.
Proceedings of the Conference on Competency-Based Training (Melbourne, Victoria, Australia, November 27-29, 1991).
PUB DATE- Nov 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; Building Trades; Competence; *Competency Based Education; Delivery Systems; Developed Nations; Educational Assessment; *Education Work Relationship; Foreign Countries; Job Skills; *Job Training; Postsecondary Education; Program Development; *Program Evaluation; Program Implementation; Skill Development; *Student Evaluation; *Vocational Education

materials, and assessing learner progress. (Some resources for further information about the small group approach are listed. Nine references are included.) (YLB)

ED 350 491 CG 024 514

CounselorQuest Update Pack '93.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - General (140),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling; Counseling Services; Counselor Role; *Counselors; Elementary Secondary Education; Higher Education; School Counseling; Student Personnel Services
IDENTIFIERS- ERIC Digests

This set of digests includes 35 two-page articles in the areas of counseling programs and practices; theory and research; and professional development. Fourteen articles are presented in the area of programs and practices. These range from the efficacy of school-based drug education programs to learning styles counseling. Six articles are presented in the area of theory and research. These range from challenging troublesome career beliefs to qualitative research in student affairs. Fifteen articles are presented in the area of professional development. These articles range from accreditation of college and university counseling services to marketing oneself as a professional counselor. The digests were originally published in 1991 and 1992. Suggestions for their use are included. (ABL)

ED 350 492 CG 024 544

Kane, Michael C.
The Existence of Gender Biased Counseling of Female Students by High School Guidance Counselors.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Attitudes; *Counselor Role; Counselor Training; *Females; *School Counseling; *School Counselors; *Sex Stereotypes

Gender role stereotypes are rigid beliefs in and applications of expected roles to almost all females and males. Female gender roles often include being expressive, communal, weak, emotional, caring, dependent, and working in traditional occupations. Educationally, women's appropriate roles serve to limit their future choices. Married women are expected to take the role of primary caregiver to their children, even at the expense of their own career. Evidence today for the existence of bias is consistent in showing that stereotyped attitudes are being held by school counselors. With the goal of gender equity in counseling in sight, continued biases against women frustrate and restrict women's participation in non-traditional education and career fields. Research on counseling the career concerns of women consistently reflects some level of school counselor bias. The socioeconomic impact of gender bias is not limited to the individual: society suffers as well. For

Fischman); (10) Impact of Moderate Alcohol Consumption on Business Decision Making (Sarah Jobs, Fred Fiedler, Chad Lewis); (11) Application of Human Laboratory Data for the Assessment of Performance in Workplace Settings: Practical and Theoretical Considerations (Stephen Heishman, Jack Henningfield); (12) 1988 Bureau of Labor Statistics' Survey of Employer Anti-Drug Programs (Howard Hayghe); (13) Reexamining the Role of Supervisor Training (Bradley Googins, Robert Schneider, Neil Colan); and (14) NIDA's Role in Applied Research (Robert DuPont, Jerome Jaffe, Herbert Kleber). (ABL)

ED 350 512          CG 024 565

Children of Alcoholics. Prevention Resource Guide.
PUB DATE- May 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcoholism; *Children; Family Problems
IDENTIFIERS- *Children of Alcoholics

Resources on the topic of children of alcoholics are presented in this document. The first section presents facts and figures for children of alcoholics which range from noting that there is strong, scientific evidence that alcoholism runs in families, to the fact that children of alcoholics have greater difficulty with abstraction and conceptual reasoning. The second section lists materials on children of alcoholics which have been reviewed for accuracy based on the latest scientific findings, appropriateness for the target audience, and information conforming to the public health principles and related policies. Books, videotapes, booklets, a factsheet, and a transcript of a television program are included. The third section presents curricula for children of alcoholics. The year of publication, format, context, topic, mode of delivery, target audience, setting, and availability are provided. The fourth section presents annotations of studies, articles, and reports for children of alcoholics. The final section lists groups, programs and organizations relevant to the topic of children of alcoholics. (ABL)

ED 350 513          CG 024 566

Women. Prevention Resource Guide.
PUB DATE- Oct 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcoholism; *Drug Abuse; *Females; Incidence

Resources on the topic of women and alcohol and drug abuse are presented in this document. The first section presents facts and figures which range from noting that although women drink less than men, the number of women who do drink is significant, to the fact that young women between the ages of 16 and 22 are more likely to smoke cigarettes than their male counterparts. The second section lists prevention materials for women, including brochures, booklets, a catalog, a factsheet, a book, and a resource directory. The list includes annotations, year of publication, length, medium, audience, topic, and availability. The third section presents 42 annotations of studies, articles, and reports on this topic. Entries are

DESCRIPTORS- *Delinquency; *Delinquent Rehabilitation; *Drug Abuse; *Drug Use Testing; *Juvenile Justice

This document, intended as a resource manual, provides guidelines on drug testing. These topics are covered: (1) National Institute on Drug Abuse guidelines applicability; (2) introduction to legal issues, drug testing in juvenile probation and parole, and juvenile law; (3) mission of a juvenile parole agency; (4) purpose of testing; (5) drug testing policies and procedures, including administration and training; (6) authority to test and when to test; (7) selecting drug testing methodologies, including reliability and relationship with suppliers; (8) confirmation; (9) cutoff levels; (10) juvenile selection; (11) drug testing protocol; (12) instructions to juveniles; (13) agency collection sites; (14) chain of custody; (15) reporting results; (16) use of results; (17) confidentiality, including legal requirements and protocol for releasing results; (18) juvenile justice drug testing options; (19) contracting for drug testing services, including quality assurance and tampering; (20) establishing juvenile justice onsite instrument-based drug testing for initial drug testing; (21) establishing onsite noninstrument-based drug testing, including location, security, testifying, confrontation, and safety issues; (22) drug testing costs; and (23) management information systems. The appendix includes drug testing case law, forms, drug testing methodologies, conclusions drawn from a drug testing technologies survey, and approximate duration of detectability of selected drugs in urine. A glossary of terms is also included. (ABL)

ED 350 534          CG 024 588

Wong, Martin R.
Men in Groups.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Techniques; Counseling Theories; *Group Counseling; *Males; *Psychotherapy; *Socialization
IDENTIFIERS- *Masculinity

Many of the difficulties experienced by men in group psychotherapy are inherent in their socialization process that brings about male gender role expectations. The need to be continually competitive, autonomous, unemotional, strong, in control of oneself and of others, dominant, and action-achievement-solution oriented can, unless reframed, work against the goal of achieving individual and collective psychological growth. It is stated that men seem to know that modern society sees them as expendable, that they play only a minor role in evolution and seem to have lost their roles as protectors and providers. Additionally they do not seem to accept the proposition that they do not have to prove their adequacy and worth. Almost unavoidable feelings of inadequacy result in a need to prove or at least maintain one's image of manliness. While these parameters of the male role are admirable and were vital in the past, in the group therapy environment they obviously work against the goal of achieving self-understanding and psychological growth. The question for psychologists who work with men in groups is how to use these tendencies to help expand masculinity to include behaviors that lead to positive mental health, and how to retain the positive aspects of the male role while making it more flexible and

Growing Healthy curriculum) with children as they entered the school system, when compared with intervention only during the early onset years or compared with standard elementary school health curricula, had a positive impact on the level of children's health knowledge, attitudes, and reported behavior in the reported use of tobacco, alcohol, and other drugs. (NB)

ED 350 554          CG 024 610

Managing Asthma: A Guide for Schools.
PUB DATE- Sep 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asthma; Athletic Coaches; Attendance; *Chronic Illness; Counselors; Elementary School Students; Elementary Secondary Education; Policy Formation; Principals; *School Nurses; School Personnel; *School Policy; *School Role; Secondary School Students; *Student Problems; Teachers

This guide was developed to provide school personnel with practical ways to help students with asthma participate fully in all school activities. It begins by noting the prevalence of asthma and stating that asthma is a leading cause of absenteeism among students. This is followed by a brief description of asthma as a chronic lung disease characterized by acute episodes or attack of breathing problems such as coughing, wheezing, chest tightness, and shortness of breath. A list of common "triggers" or stimuli that cause asthma episodes is given. Effective asthma management in the schools is described and an asthma management program from school is provided. Reproducible action sheets for school staff include sheets delineating the role of the principal, the school nurse or other health professional, the classroom teacher, the physical education instruction and coach, and the guidance counselor. The guide concludes with a set of resource information on asthma, including a list of early signs of an asthma episode, a sample asthma action plan, information on the use of a metered dose inhaler and a peak flow meter, and a list of resources available to schools to help manage asthma. (NB)

ED 350 555          CG 024 611

Cook, Ellen Piel, Ed.
Women, Relationships, and Power: Implications for Counseling.
PUB DATE- 93
NOTE- 310p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Client Characteristics (Human Services); *Counseling; *Females; *Individual Power; *Interpersonal Relationship; *Sex Differences; Sexual Abuse; Victims of Crime; Violence

This document contains a set of readings on the problems and potentials of women's lives, designed to enlighten counselors and counselor educators to the ways that gender shapes women's lives in both positive and negative ways. Included are an introduction by Ellen Piel Cook and the following articles: (1) "No Woman Is an Island: Women and Relationships" (Patricia A.

Achievement; Reading Research; Standardized Tests; Student Evaluation; Testing Problems; Test Results; *Test Score Decline
IDENTIFIERS- *England; *Wales

A study investigated the existence and direction of any change in reading standards of pupils in England and Wales between 1987 and 1991. The Reading Ability Series Test A was completed by two independent samples (comprised of 2170 pupils in 61 schools) of Year 3 pupils aged seven to eight years in the spring of 1991. The first sample consisted of pupils from a randomly selected, nationally representative group of schools in England. The second sample comprised schools in England and Wales that had taken part in the initial standardization exercise in 1987. Results indicated that there had been a decline in overall performance from 1987 to 1991, but there was some indication that the decline in performance in response to the more difficult questions in the test (those relating to narrative texts) was greater than that on questions relating to expository text. Other data on reading performance suggest that a decline began in the mid-80s--a decline perhaps attributable to changes in home and school contexts. Other factors which have been mentioned by teachers as possibly associated with reading performance include the teachers' industrial dispute in the mid-80s and the heavy workload on teachers due to the implementation of the National Curriculum. (One figure of data is included; 23 references are attached.) (RS)

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ED 350 576 CS 011 057

Reimer, Kathryn Meyer
Literature Based Classrooms: Three Perspectives. Draft.
PUB DATE- 90
NOTE- 9p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Elementary Education; Professional Autonomy; *Reading Instruction; Reading Research; *Teacher Attitudes; *Teacher Behavior; *Teacher Role; Teaching Methods; *Whole Language Approach

A study attempted to delineate the parameters of practice that are referred to as literature-based reading instruction and explored the perspectives of the teacher, the students, and the researcher about the use of literature in three different literature-based classrooms. Six teachers (third grade or above) were identified, teachers who were highly respected within their systems, had a number of years of teaching experience, and used literature as the basis for their reading programs. Three of the teachers were part of the field testing of interviews, surveys, videotaping, and document data collection, data analysis, and pattern confirmation. The other three teachers' classrooms became the sites for more intensive observation, interviewing, and analysis. Results indicated that three anchoring points existed on the spectrum of classroom practice in literature-based instruction: (1) literature used as the text in a basal curriculum; (2) literature as the basis for an individualized reading program; and (3) literature as the key to integrating the curriculum throughout the day. Results also indicated that students took on the language of the teacher and seemed to move toward the teacher's perception of what was occurring in the room. Findings suggest that it was data are included; 50 references, a parent questionnaire, and a summary of information from the parent questionnaire are attached.) (Author/RS)

ED 350 596 CS 011 082

Schwab, R. G. Jerry; And Others
Implementing Innovative Elementary Literacy Programs. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 84p.; A product of the Equity in Early Literacy Project. Literacy, Language and Communications Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; Elementary Education; *Instructional Innovation; *Literacy; Parent Participation; Program Implementation; *Reading Instruction; *School Organization; Whole Language Approach; *Writing Instruction
IDENTIFIERS- Alaska; Idaho; Montana; Oregon; Washington

This four-document collection describes the implementation processes of dramatically improved literacy programs in elementary schools which are leading the move to restructure literacy education in the Northwest (Alaska, Idaho, Montana, Oregon, and Washington). The first document in the collection, "Strategies for Improving School-Wide Literacy Programs: A Regional Depiction" (R. G. Jerry Schwab and others), is a depiction of the goals, innovations, implementation strategies, and barriers and facilitators of change in 41 elementary schools noted for their progress in literacy education. Following the depiction, the collection presents three case studies of individual schools' development of innovative teaching and social organization: "Adventures at Alki Elementary: A Case Study of School-Wide Literacy Change" (Sylvia Hart-Landsberg); "Transformation on the Tundra: A Case Study of School-Wide Literacy Change" (R. G. Jerry Schwab); and "West Orient's Dramatic Performance: A Case Study of School-Wide Literacy Change" (Sylvia Hart-Landsberg). Three figures presenting the characteristics of the K-5 early childhood model school, the recommended transition timeline, and West Orient's T-shirt design are included. Research methodologies for the depiction and case studies, and the Equity in Early Literacy Depiction Study interview questions and focus topics and protocols are attached. (RS)

ED 350 597 CS 011 083

Dupuis, Mary M., Ed.; Merchant, Linda H., Ed.
Reading across the Curriculum: A Research Report for Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 296p.; Also published by EDINFO Press. Revised and enlarged version of "Reading in the Content Areas: Research for Teachers."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

assessment program for incoming students (based on a collection of their best high school writing). The handbook's five chapters are: (1) Introduction: Portfolio Assessment and the Evaluation of Writing; (2) Contents of Portfolios; (3) Implementing a Portfolio Placement Program; (4) Scoring Writing Portfolios; and (5) Portfolio Assessment and the Teaching of Writing. (Nineteen references and a 17-item bibliography are attached. Appendixes include the 1993 description of portfolio contents, the 1993 guidelines for portfolio submission, the 1993 portfolio information form, the 1992 invitation to students, the 1992 scoring guide for portfolios, an "excellent" student portfolio, and a "very good" student portfolio.) (RS)

ED 350 618 CS 213 566

Siegel, Gerald
Predicting Performance in Practical Writing: Factors That Influence Success in the Introductory Business Communication Course.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Business Communication; Factor Analysis; Higher Education; *Introductory Courses; Nontraditional Students; Part Time Students; *Predictor Variables; Questionnaires; Undergraduate Students; Writing Research
IDENTIFIERS- *Practical Writing; York College PA

A study attempted to develop and test a questionnaire that could combine various sorts of demographic information to identify strong or weak students and forecast their course performance. The study determined if a significant relationship existed between students' personal and academic profiles and their final course grades in an introductory business communication course. Subjects, all 402 students who completed the introductory business communication course at York College of Pennsylvania between September 1989 and December 1990, completed a survey form and reported their grades in a required two-semester freshman composition sequence. Results indicated that: (1) as the age of the subjects increased, so did the grades earned; (2) part-time students performed better than did full-time students; (3) women's course performance surpassed men's at all levels, both in the composition course and the business communication course; and (4) students' course grades in the business communication course were significantly related to the students' GPA and grades in the composition course. A follow-up sampling confirmed the effectiveness of the questionnaire approach. Enrollment status, GPA, and grades in the composition course were chosen as performance indicators. The questionnaire proved to be a useful predictive tool. Findings suggest that eventual performance in the introductory business communication course can be addressed through a questionnaire rather than only through formal testing. (RS)

ED 350 619 CS 213 567

Bolin, Bill
A Multicultural Approach to Writing Assignments.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the College

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; *English (Second Language); Foreign Students; Higher Education; Language Skills; *Listening Comprehension; *Listening Skills; Second Language Learning; Teaching Methods
IDENTIFIERS- *Listening Strategies; *Nonnative Speakers

Teaching nonnative speakers of English to listen for the discriminating nuances of the language is an important but neglected aspect of American English language training. A discriminating listening process follows a sequence of distinguishing phonemes, supra segmental phonemes, morphemes, and syntax. Certain phonetic differences can be noted between other languages and English. Training nonnative speakers to listen discriminatively for phonemes may be accomplished by first having the student listen to the phonemes and observe the instructor producing the sounds in isolation. Next should be to have the listener reflect the sounds simultaneously with the speaker without substitution or distortion of the phonemes presented. The next step should be discriminating the appropriate sound within the word's initial, medial, and final positions. Training in discriminative listening is also necessary for comprehension and understanding. When working to improve a foreign speaker's intelligibility, no more than three sounds per session should be worked on, but in all positions of words and sentences. Once the problem sounds are produced correctly, the learner can progress to phonetically balanced passages. Accurate pronunciation and correct use of intonation are stressed in this final stage. Although English is classified as an "uninflected language," in American English inflection is used to indicate questioning, humor, sarcasm, and certainty, as well as emotion. Examples from Japanese, Chinese, and Spanish illustrate some of the methods for discriminative listening. (NKA)

ED 350 638 CS 507 973

Ivy, Diana K.; And Others
Overcoming Research Design Problems via Methodological Integration: Use of Computer Assisted Technologies in Studying Teacher Behaviors.
PUB DATE- May 92
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Research; Communication (Thought Transfer); Communication Research; Data Collection; Emotional Response; Higher Education; Microcomputers; Pilot Projects; *Research Methodology; *Teacher Behavior
IDENTIFIERS- *Continuous Attitudinal Response Technology; Teacher Immediacy

Continuous Attitudinal Response Technology (CART) is an alternative approach to testing students' instantaneous response to teacher behaviors in the classroom. The system uses a microcomputer and video technology device that allows researchers to measure subjects' instantaneous responses to static and continuous stimuli, graphic or verbal. A typical districtwide planning process, developing a suitable planning model, implementing the SPI model's goal-setting phase, beginning the SPI model's implementation phase, and reviewing, renewing, and replicating the process. The goal-setting and implementation processes are described in detail, along with actions and accomplishments for each of six goals (technology, career/vocational improvement, human needs, personal development, staff development, and communications) and the review and renewal processes. Strategic planning was a success; every action plan was completed more rapidly than anticipated and/or to a level well beyond expectations. The David Douglas experience revealed four key factors influencing Vision 90's success: organizational structure and accountability; commitment and support; realistic and workable goals and objective; and teacher involvement without overkill. Appendices contain the Vision 90's community survey and student and parent report cards. (MLH)

ED 350 658 EA 024 335

Second to None: A Vision of the New California High School. The Report of the California High School Task Force. Final Edition.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Quality; *Excellence in Education; *High Schools; *School Restructuring; State Action; State Curriculum Guides
IDENTIFIERS- *California

A vision of the new California high school is presented in this document, which outlines the principles of school reform. The key to successful restructuring lies in developing a comprehensive reform statement based on the following components: creating curricular paths to success; developing powerful teaching and learning; establishing a comprehensive accountability and assessment system; providing comprehensive support for all students, including language-minority students and those at risk of failure; restructuring the school; and creating new professional roles. Each of the components is detailed in individual chapters. Recommendations are made to generate investment and to develop new attitudes that focus on student learning outcomes. Information about the California High School Task Force is included. (Contains 68 references.) (LMI)

ED 350 659 EA 024 338

Krepel, Thomas L.
NCPEA, Voices of Today. Perspective of the Newcomer: So, What Else Is New?
PUB DATE- Aug 92
NOTE- 19p.; Invited address before the Annual Meeting of the National Council of Professors of Educational Administration (46th, Terre Haute, IN, August 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Faculty Organizations; Higher Education;

coherent policy environment that explicitly supports fundamental change and unleashes the imagination and energy of students, teachers, parents, and community leaders. To prepare students well for the 21st century, our education system requires an interdisciplinary environment, a curriculum stressing lifelong learning skills, varying teacher roles, increased student learning responsibility, improved assessment methods, creative use of time and space, more individualized instruction, diverse instructional methods, and more stakeholder decision-making authority. The current factory model system must be replaced by a learning organization system. Three critical components of a comprehensive reform plan include creating a vision, developing and linking policies, and laying out implementation strategies. New policies should create new academic standards, align curriculum and assessments with the new standards, create environments supporting reform, hold schools and districts accountable for results, transform professional development, involve the public, engage higher education's participation, reshape education finance, provide incentives for interagency cooperation, and restructure the state education agency. Although many states are working on systematic change, no state has put all the elements together. (MLH)

ED 350 678 EA 024 363

Oregon Report Card: An Annual Report on Public Education to the Citizens of Oregon, Fall 1992.
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Educational Policy; Elementary Secondary Education; *Outcomes of Education; *Public Education; *School Restructuring; State Action; *State Departments of Education; State Programs
IDENTIFIERS- *Oregon

This state report card monitors Oregon school district trends and measures student progress toward achieving goals of the Oregon Educational Act for the 21st Century. The highlights section outlines the major activities of the 1991-92 school year and discusses their implications. It also contains an overview of school and district numbers, a summary of reform activities, and a discussion of school finance. The six following topics, which are also covered in detail in individual sections, are summarized: school finance; staff characteristics and salaries; student demographics; student achievement; student access to programs and services; and state progress toward national goals. Chapter 1 provides a background of state legislation and educational policy formation. The second chapter outlines the Oregon school plan. Chapters 3-8 present information on the six above topics. Numerous tables and figures and a list of Oregon Department of Education contacts are included. (LMI)

ED 350 679 EA 024 364

Arnold, Robert
Educational Costs.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

areas of participant roles, instructional approach and scheduling, and testing/evaluation. The first steps for adopting a set of student-focused outcomes are described in the fifth section. The final section stresses the belief that restructuring around a student-focused approach can produce a wise use of human resources and requires statewide commitment. One figure is included. Appendices contain strategies for resource allocation and suggested activities for achieving student-focused goals. (LMI)

ED 350 700 EA 024 395

Jones, Melinda; Paterson, Lisa
Preventing Chaos in Times of Crisis: A Guide for School Administrators.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Crisis Intervention; *Educational Planning; Elementary Secondary Education; *Emergency Programs; Guidelines; Homicide; Natural Disasters; Rape; *School Administration; *School Safety; Suicide
IDENTIFIERS- *Chaos

Suggestions to help school administrators develop and implement a systematic crisis response system are provided in this guidebook, which focuses on system organization rather than staff training. The guidelines are designed to help administrators prepare for, manage, and evaluate site-based responses to various crisis situations, specifically, suicide, natural disasters, rape, homicide, and riots. Following the introduction, section 2 outlines steps in establishing a crisis management plan, including creating a crisis response team (CRT). Section 3 examines schoolwide responses to crisis, including general procedures and suggestions for staff meetings and longterm followup after a crisis. Effective crisis responses in situations that require limited school involvement are described in the fourth section. Cases include attempted suicide, suicidal risk, rape, homicide, and riots. The fifth section outlines procedures for CRT training and staff inservice. A sample structure for organizing community support services is presented. Sections 7 and 8 include staff training and family handouts, and the final section lists 67 references by topic. Various checklists and one figures are included. (LMI)

ED 350 701 EA 024 396

Toward a National Standard for Oregon's Common Curriculum Goals: A Series of Briefing Papers for Decision Makers.
PUB DATE- Jun 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

community dropout prevention programs are described and five resource groups are listed. (Contains 18 references.) (LMI)

ED 350 723 EA 024 432

What Other Communities Are Doing...National Education Goals 3 & 4. America 2000 Issues.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Competence; Competency Based Education; *Educational Objectives; Educational Planning; Elementary Secondary Education; Excellence in Education; *Mathematics Education; *Science Education; Student Evaluation
IDENTIFIERS- *America 2000

Guidelines to help communities reach the third and fourth National Education Goals are presented in this document. The third goal states that by the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography, and that every school will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment. The fourth goal states that U.S. students will be the first in the world in science and mathematics achievement. The introduction discusses eight principles that communities can apply to create outstanding schools: raise expectations; establish high standards; create high-quality tests to measure students' progress; increase parental involvement; dedicate greater time and effort to learning; improve instruction; reinvent teaching and learning; and provide school choice. The second section describes various community programs, the third section lists relevant resource groups, and the fourth section offers suggestions for further reading. Documents for setting academic standards are listed in the final section. (LMI)

ED 350 724 EA 024 433

What Other Communities Are Doing...National Education Goal #5. America 2000 Issues.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Community Action; Community Planning; *Community Programs; Educational Objectives; *Literacy; *Literacy Education
IDENTIFIERS- *America 2000

Suggestions designed to help communities attain the fifth National Education Goal are offered in this document. The goal states that by the year 2000, every adult American will be from friends and coworkers, ISDs, local districts, and colleges; information about technology was usually acquired through magazines/newspapers, coworkers, personal experience, and television; most respondents were aware of Project ACCESS and its newsletter; few respondents utilized modems or accessed electronic bulletin boards; and most respondents felt that technology had helped reduce barriers and decrease their students' disabilities. Perceived training needs were in the areas of microcomputers, computer-assisted instruction, adaptive equipment, and word processing. Respondents had limited knowledge of basic technology and technology uses and limited experience with technology, but believed in the importance of integrated technology in the educational setting. Appended are a list of respondent categories and questionnaire analysis details. (Author/DB)

ED 350 744 EC 301 551

Christmas, Oren L.
Use of Technology by Special Education Administrators.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Integrated Activities; *Knowledge Level; Microcomputers; Needs Assessment; Questionnaires; School Districts; State Surveys; Supervisors; Telecommunications; Training
IDENTIFIERS- Michigan

This paper describes a study by Project ACCESS (Addressing Computer Concerns of Educators of Special Students) in Michigan to ascertain the existing level of knowledge and use of technology in special education. Analysis of questionnaires returned by 346 directors or supervisors of special education indicated the following findings: the majority indicated that they had integrated technology (usually microcomputers) into their educational setting; most respondents had access to microcomputers and had received some type of recent computer training; respondents had received training from friends and coworkers, intermediate school districts, local districts, and colleges; information was generally acquired through magazines/newspapers, coworkers, television, and mailed advertisements; half knew of the ACCESS newsletter but less than half knew about Project ACCESS; and few utilized modems or accessed electronic bulletin boards. Perceived training needs were in the areas of microcomputers, computer-assisted instruction, adaptive equipment, and word processing. In general, respondents had limited knowledge of basic technology and technology uses and limited experience with technology, but believed in the importance of integrating technology into the educational setting. The questionnaire and details from an analysis of the questionnaire are appended. (DB)

ED 350 745 EC 301 552

Christmas, Oren L.
The 1992 Michigan Non-Mandated Aide Pilot Project.

ED 350 763 EC 301 570

Woodward, John
School Reform and Its Implications for Technology Use in the Future. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 16p.; For related documents, see EC 301 540, EC 301 567-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Computer Uses in Education; Demonstration Programs; *Disabilities; Educational Change; *Educational Improvement; *Educational Technology; Educational Trends; Elementary Secondary Education; Instructional Effectiveness; Mainstreaming; *Regular and Special Education Relationship; Research and Development; *School Restructuring; Special Education; Teacher Attitudes; Technological Advancement; Theory Practice Relationship; Trend Analysis

As part of a 3-year study to identify emerging issues and trends in technology for special education, this paper addresses the complex issues of school reform and its relationship to educational technology. School restructuring is discussed in terms of instructional improvement, relationship to the Regular Education Initiative, and the increased professionalism of teaching. Concerns about technology being viewed as the basis for change are raised, such as the failure to integrate computer use into the school's culture within both regular and special education settings. The relationship of special education to the reform of general education is considered in the context of Department of Education priorities and six projects funded under the School Buildings Models Priority research program which encouraged instructional, organizational, and administrative innovations related to educating children with disabilities in the general classroom environment. Preliminary findings have indicated that teachers have difficulty accommodating change because of its fundamental conflict with enduring practices. The difficulty of implementing research results into change at the classroom level is stressed. (Contains 22 references.) (DB)

ED 350 764 EC 301 571

Howell, Richard
Conceptual Framework: Special Education Technology. Identifying Emerging Issues and Trends in Technology for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 14p.; For related documents, see EC 301 540, EC 301 568-574.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Demography; *Disabilities; Economic Factors; Educational Sociology; *Educational Technology; *Futures (of Society); Models; Sociocultural Patterns; *Special Education; Teacher Education; *Trend Analysis

As part a 3-year study to identify emerging issues and trends in technology for special education, this paper proposes a

DESCRIPTORS- Clinical Diagnosis; Elementary Secondary Education; Etiology; Intervention; Language Acquisition; *Language Handicaps; Neurological Organization; Research Projects; *Speech Handicaps; *Symptoms (Individual Disorders)

This leaflet offers an update of research and recent advances in understanding developmental speech and language disorders. It provides an overview of the incidence of language impairments and speech disorders, causes, features, diagnostic techniques, brain functioning, and research priorities. Relevant activities of the National Institute on Deafness and Other Communication Disorders are also described, and five organizations are listed for additional information. (JDD)

ED 350 784 EC 301 595

Brolin, Donn E.

Life Centered Career Education: Competency Units for Daily Living Skills. Volumes 1, 2, 3.

PUB DATE- 92

NOTE- 1,556p.; For related material, see EC 301 596-598.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Development; Career Education; Citizenship Education; Consumer Education; *Daily Living Skills; *Disabilities; Elementary Secondary Education; Experiential Learning; Family Life Education; *High Risk Students; Home Economics; Learning Activities; Leisure Education; Lesson Plans; Money Management; Recreation; Self Care Skills; *Student Educational Objectives; *Student Evaluation; Travel Training

IDENTIFIERS- *Community Based Education

This set of instructional units and assessment instruments is intended for use with the Life Centered Career Education Program, a field-tested curriculum for special education and other at-risk students which develops daily living skills, personal-social skills, and occupational skills. The skills are organized into 22 major competencies (97 basic skill areas), 4 stages of career development, and 3 major instructional settings (classroom, home, and community). Introductory material explains the curriculum rationale, describes curriculum components and materials, and provides general guidelines for teachers. The lesson plans typically include an instructional objective, suggested resources, a lesson introduction, time requirements, activity tasks, and evaluation guidelines. A variety of worksheets accompanies many of the lesson plans. These three volumes present activities for the development of daily living skills, which comprise 9 competencies and 41 subcompetencies. The nine competencies are: (1) managing personal finances; (2) selecting and managing a household; (3) caring for personal needs; (4) raising children and meeting marriage responsibilities; (5) buying, preparing, and consuming food; (6) buying and caring for clothing; (7) exhibiting responsible citizenship; (8) utilizing recreational facilities and engaging in leisure activities; and (9) getting around the community. (DB)

ED 350 785 EC 301 596

Brolin, Donn E.

Life Centered Career Education: Competency Units for Personal-Social Skills. Volumes 1, 2, 3.

PUB DATE- 92

NOTE- 1,348p.; For related material, see EC 301 595-598.

Models for Improving the Delivery of Services to: Underachieving Gifted Students. Research & Demonstration Series in Gifted Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 35p.; For related documents, see EC 301 617-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Demonstration Programs; Enrichment Activities; *Gifted Disadvantaged; Inservice Teacher Education; Instructional Design; *Minority Groups; Regular and Special Education Relationship; Talent Identification; Thinking Skills; *Underachievement
IDENTIFIERS- Ohio

This report describes three model demonstration projects in Ohio school districts which focused on identifying types of gifted underachievers and providing them with services through unique instructional models. Provided for each program is information on: identifying characteristics (district, location, school population, project director); project goals, objectives and activities; project results; promising practices and recommendations; and project products. The first project is ACE: Achieving Cognitive Enhancement (Putnam County); which provides inservice training to classroom elementary teachers on the development of gifted students' higher order thinking skills using computers in the regular classroom. The second project is Helping Underachieving Gifted Students (Springfield). This project attempts to identify and serve gifted students in populations consistently underrepresented in the regular gifted enrichment program. The third project is in Rock River. It utilizes a "teacher as researcher" model in its goals of designing an identification process, providing learning options, monitoring students' progress, and disseminating project results. An epilogue notes common recommended practices of all three projects including the importance of staff development, multifactored evaluation, and the value of assessing learning styles. (DB)

ED 350 805 EC 301 619

Model for the Identification of: Creative-Thinking Ability. Research & Demonstration Series in Gifted Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 61p.; For related documents, see EC 301 617-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; *Creativity; Demonstration Programs; Elementary Secondary Education; Evaluation Methods; Gifted; Inservice Teacher Education; Models; *Program Development; Psychological Characteristics; Student Characteristics; Student Evaluation; *Talent Identification
IDENTIFIERS- Upper Arlington City Schools OH

This report describes a model demonstration project in Upper Arlington, Ohio, schools which developed a multifactored approach to the identification of creative thinking ability. The project focused on determining the characteristics and needs of creatively gifted children in a process which included research-based activities, standardized and performance-based assessment, and multiple resources and forms. This report first

Relationship; Translation; Vocabulary
IDENTIFIERS- *Europe

A selection of papers from the 1987 meeting of the applied linguistics association includes the following: "Applied Linguistics in Society" (John Trim); "European Developments in Applied Linguistics" (Theo van Els); "Translation and Interpretation: Retrospect and Prospect" (Peter Newmark); "Clinical Linguistics: Retrospect and Prospect" (Pamela Grunwell); "Some Pawns for Kingman: Language Education and English Teaching" (Ronald Carter); "The Language of the Bilingual Medical Consultation" (Brian Harrison, Arvind Bhatt, James Carey, Philip Ebden); "Learner Diaries: Possibilities and Pitfalls" (Christina Howell-Richardson, Brian Parkinson); "Vocabulary Size as a Placement Indicator" (Paul Meara, Glyn Jones); "Are You Decoding Me? The Assessment of Understanding in Oral Interaction" (Jill Schrafnagl, Duncan Cameron); "Comments in Academic Articles" (John Skelton). (MSE)

ED 350 822 FL 020 521

Trim, John
Applied Linguistics in Society.
PUB DATE- 88
NOTE- 14p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987). British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Applied Linguistics; Educational History; Foreign Countries; International Cooperation; *Language Research; *Linguistic Theory; Phonetics; Policy Formation; *Professional Associations; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *British Association for Applied Linguistics

A history of the British Association for Applied Linguistics (BAAL) on the occasion of its 20th anniversary focuses on its early evolution and the research themes evident in the annual conference papers. This paper begins with a brief discussion of the longstanding relationship between the scholarly study of language and practical concern with language in society and the emergence of the field of applied linguistics with growing interest in phonetics, in the 19th century. Interest in phonetics, and then phonemics, throughout Europe, and concern for language teaching during and after World War II are chronicled. Forces acting in the early 1960s to promote international cooperation in language teaching, and subsequently to develop interinstitutional linkages in British universities with applied linguistics departments, are outlined. An analysis of the proceedings of the second meeting of the BAAL indicates the range and distribution of interest areas within applied linguistics at the time, and it is further suggested that the framework of interests has remained fairly stable over the association's history. Areas of the field in which emphasis should be strengthened, and possible directions for the next two decades, are noted. A 39-item bibliography is included. (MSE)

ED 350 823 FL 020 522

van Els, Theo

pseudo-loans, where English morphemes are used to form words that look English but do not occur in English. English and German phonology, orthography, and grammar are sufficiently different in that English loans must undergo basic changes to allow integration into German. Borrowing has occurred primarily through the mass media and advertising. The influence of English has been considerable in both West and former East Germany. A 36-item bibliography is included. (MSE)

ED 350 843          FL 020 626

Russell, Joan
From Reanalysis to Convergence: Swahili-Amba.
PUB DATE- Jun 92
NOTE- 20p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diachronic Linguistics; Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Morphology (Languages); *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Relative Clauses

The history of one morphological pattern in Swahili relative clause structure, in which the relative particle attaches to "-amba," is discussed. First, the patterns of this construction are analyzed and illustrated. The evolution of this formation from an archaic verb is then examined, noting the difficulties in tracing its history through a period of very limited written linguistic data. Patterns of "-amba" use are analyzed in three corpora of early (early 19th century) poetry and six varied modern (20th century) corpora of prose. The function of cultural and language contact in this evolution is assessed, with attention given to the influence of English in particular. A 26-item bibliography is included. (MSE)

ED 350 844          FL 020 627

Hiang, Tan Chor; Gupta, Anthea Fraser
Post-Vocalic /r/ in Singapore English.
PUB DATE- Jun 92
NOTE- 16p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Consonants; English; Foreign Countries; *Language Patterns; Language Research; *Language Variation; Linguistic Theory; Peer Influence; *Phonology; *Regional Dialects; Sex Differences; Social Influences; *Sociocultural Patterns; Vowels
IDENTIFIERS- *English (Singapore)

A study investigated the distribution of post-vocalic /r/ in Singapore English as it may relate to social factors, particularly whether usage appears to be perceived as a prestige feature by those who use it. Informants were 21 subjects from various social backgrounds. Three speech styles representing a range of stylistic variation were elicited: subjects were interviewed, read a passage aloud, and read a word list. Frequency of post-vocalic /r/ use in each speech style was calculated, and subjects were ranked by frequency. The effects of other variables (age, gender, peer group influence, self-consciousness) and the phenomenon of hypercorrection were also examined. It is concluded that (r) is like that essential for native language (L1) acquisition. The process is enhanced, it is proposed, by the interest and pleasure engendered by the texts. This hypothesis is supported by psychological principles of learning. The L1=L2 hypothesis suggests that L2 learning, like L1 acquisition, follows a highly predictable pattern. It is concluded that if the conditions of L1 acquisition are approximated by extensive L2 reading (i.e., substantial unconscious, comprehensible input), the L2 learner can achieve a native-like communicative competence in a formal instructional setting. A 37-item bibliography is included. (MSE)

ED 350 865 FL 020 720

Barfield, Susan C.; Rhodes, Nancy C.
Review of the Sixth Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia.
PUB DATE- Aug 92
NOTE- 65p.; Two of eight appendixes will not copy adequately due to filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Administrator Attitudes; *Articulation (Education); Classroom Techniques; Curriculum Design; Elementary Education; Faculty Development; *Immersion Programs; *Inservice Teacher Education; Instructional Improvement; Language Skills; Native Language Instruction; Parent Participation; Professional Development; Program Descriptions; Program Effectiveness; Program Evaluation; Reading Instruction; Second Language Instruction; *Spanish; Teaching Methods; Writing Instruction
IDENTIFIERS- *Arlington Public Schools VA

The partial immersion program at Key Elementary School (Arlington, Virginia), where half the instruction is in English and half in Spanish, has completed its sixth year. The program review, including classroom observation, interviews with or surveys of students, teachers, parents, and staff, and student assessment, revealed a highly successful educational program for grades K-5. Program success is attributed to the dedication of principal, teachers, and staff; innovations in English- and Spanish-medium instruction, especially approaches to reading and writing; active parent involvement; and continued central office English- and native Spanish-speaking students. (MSE) well as or better than other students in their grade level. Three major recommendations are made for the coming year: (1) continued expansion and refinement of teaching techniques and strategies; (2) increased opportunities for teachers to continue training through in-service workshops and conferences on student cultural needs and instructional strategies; and (3) improved articulation between elementary and secondary school partial immersion programs. Overall student performance in this program confirms results of other partial immersion programs and verifies that the model is appropriate for educating both native English- and native Spanish-speaking students. (Author/MSE)

ED 350 866 FL 020 721

Davis, Harry O.
ESL Instruction Using Maps, Conjoint Retention, and Confluency.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English

PUB DATE- Aug 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employer Attitudes; Employer Employee Relationship; Employment; Employment Practices; Middle Aged Adults; *Motivation; Personnel Policy; *Personnel Selection; Surveys; *Value Judgment
IDENTIFIERS- *Older Workers

A study examined the extent to which organizations in three New England states valued newly hired older workers. Telephone interviews were conducted with 105 directors of human resources (DHRs) and with 113 director supervisors from a broad range of organizations. Major dependent variables were general employer motivations and expectations related to hiring older workers and specific reactions to supervising older workers on a daily basis. Regarding DHR motivations to hire, flexibility in tasks performed and willingness to adapt to new technologies were identified as the two most important attributes. A factor analysis of employee characteristics considered by DHRs at time of hiring revealed four factors: extrinsic--full-time, extrinsic--part-time, intrinsic--personal characteristics, and intrinsic--fit. Overall, DHRs were motivated to hire older workers for many reasons suggested in employment literature--their reliability, rich experience, work ethic, and general excellence as employees. Supervisors, who also reported strongly positive feelings toward newly hired older workers, appeared to make clearer distinctions between younger and older workers than DHRs did. They saw older workers as being more attentive to detail, having fewer absences, and displaying greater enthusiasm toward work. Supervisors paid especially high regard to the youngest workers in the sample (aged 50-54), workers with college degrees, and workers with excellent or good health. (Appendixes include 40 references, additional DHR and supervisor data, employer contact protocols, and survey instruments.) (YLB)

PUB DATE- Mar 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cooperative Programs; Educational Planning; Evaluation Criteria; *Institutional Cooperation; *Literacy Education; Models; Program Effectiveness; Program Evaluation; *Referral; State Legislation; *State Programs
IDENTIFIERS- *Florida

The mission of the Florida Model Noninstructional Adult Literacy Centers is to identify, contact, and counsel adults (16 years of age or older) who lack basic or functional literacy skills and to refer them to appropriate private and public agencies. The centers were mandated by Florida state laws. Funding is provided by the state and through cooperative agreements with Job Training Partnership Act agencies and other agencies. The eight centers are located in three school districts and five community colleges throughout Florida. Center functions include establishing networks, working with community agencies, testing and referring adults to appropriate agencies, and public relations. Strategies include cooperative agreements and use of volunteers and advisory councils. The centers are expected to increase public awareness of literacy needs and resources and result in increased enrollments in community literacy programs and increased literacy. Center effectiveness is evaluated on the basis of an annual report. During the first 3-year period of operation, the centers identified more than 25,000 adults, contacted about 22,000 of them, and counseled 19,000 people and referred most of them to literacy programs; almost 10,000 people enrolled. In addition, many cooperative agreements were developed. Continuing and augmented efforts are planned for the future. (Appendixes include relevant state legislation and rules and evaluation criteria.) (KC) entry-level workers in the dental laboratory technology field. The general information section contains the following: purpose and objectives; program description, including admissions, typical job titles, and accreditation and certification; and curriculum model, including standard curriculum sequence and lists of courses. The next three sections contain the courses: general core courses for the diploma program (English, mathematics, psychology) and for the associate degree program (economics, composition and rhetoric, algebra, psychology, and speech); fundamental technical courses (head and neck anatomy, dental technology, physics and chemistry of dental materials, tooth morphology, and principles of occlusion); specific technical courses for both diploma and associate degree (removable partial dentures, crown and bridge, complete dentures, dental ceramics, orthodontics/pedodontics, fixed prosthodontics practicum, removable prosthodontics practicum, principles of lab management, advanced removable partial dentures I-II, advanced crown and bridge I-II, advanced complete dentures I-II, and advanced dental ceramics I-II); and specific courses for associate degree only (practicums for removable partial dentures, crown and bridge, complete dentures, and dental ceramics). Each course consists of the following: a course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. The appendix includes an equipment list. (KC)

General Core Courses (English, algebraic concepts); Fundamental Technical Courses (anatomy and physiology, medical terminology, introduction to respiratory therapy, foundations of respiratory therapy, respiratory therapy equipment); and Specific Technical Courses (cardiopulmonary anatomy and physiology, pharmacology, patient assessment, patient monitoring, airway management, microbiology, pathophysiology, mechanical ventilation, mechanical ventilators, introduction to pulmonary function testing, neonatal/pediatric respiratory care, pulmonary rehabilitation, seminar, clinical orientation, respiratory care I-II, and respiratory critical care I-II). Each course entry consists of the following: course overview (description, competency areas, prerequisites, credit hours, contact hours); course outline with student objectives and class and lab hours; and resource list. An equipment list is appended. (YLB)

IDENTIFIERS- Australia

This document contains summaries of five workshops, each with several speakers, held at a conference on competency-based training (CBT) in Australia. The following are included in Session 1, Developing and Delivering CBT Programs: "Developing and Delivering CBT Programs--Opening Speech" (Steve McDonald); "Competency Standards and the CBT System" (Peter Hannigan); "CBT--Will Employers Participate?" (Brian Conroy); and "A Brief Overview of the ACTU (Australian Council of Trade Unions) Policy on CBT" (Jane Carnegie). In Session 2, Developing Competency Standards 1, are the following: "CBT: The Problems" (Peter Thomson); "Taking the Mystique out of CBT" (Percy Worsnop); "Nationally Consistent Practices" (John Nathan); "A Competency-based Trade Training Program" (Ian Neeson); "CBT Awareness Program for Employers of Apprentice Cooks" (Terry Dwan); "Alternative Delivery Systems with Regard to the National Training Reform Agenda" (Bob Mulcahy); and "Multimedia Project" (Mal Chisholm). The following papers are in Session 3, Developing Competency Standards 2: "Role of the Competency Standards Bodies (CSBs)" (Percy Worsnop); "Clerks' Training Model Project" (Clarice Ballenden); "Competency-based Training in the APS (Australian Public Service)" (Diane Paton); "Social and Community Services Competency Methodology Project" (Cathy Emery); and "Feasibility of Expressing Generic Management Skills as Competencies" (Billie Slater). Session 4, Training Programs in CBT, contains the following presentation: "The Provision of Training in the Delivery and Assessment of Competency-based Training" (Hugh Guthrie, Doug Gilham). Papers in Session 4, Assessment and Recognition, are as follows: "Assessment Models Appropriate for CBT and Their Relationship to Teaching and Learning Approaches" (John Whiteley, John Dungan); "Assessment in the Workplace: Challenges Ahead" (Leigh Toop); "Clerks' Training Model Project and Associated Projects on Assessment" (Janet Scarfe); "Guidelines for Assessing Affective Skills" (Ray Orr, Stephen Billett); "Industry Assessors Project" (Sally Davis); "Social Justice Implications for the Delivery of CBT" (Shirley Evans); and "Transition Assessment Arrangements and Developments for the Building and Construction Industry" (Joseph Zonneveldt). A list of the 40 conference participants and their affiliations is included in the document. (KC)

attitudinal change to take place in school counselors, intervention occurs in several areas: school counselor training programs; school counselor inservice education for practicing school counselors; and active self-monitoring by the school counselor. School counselors must take their new found awareness of gender role stereotypes and share it with the youth. Determined action in the counseling session, in the classroom, and in the community are necessary to expose students to non-stereotypical role models and experiences for a better, less limiting future for the young women. (ABL)

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ED 350 493          CG 024 545

Thompson, Bruce; And Others
The Nature of Children's Health Locus of Control Beliefs.
SPONS. AGENCY- National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- 16 Aug 92
NOTE- 42p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; *Grade 4; *Grade 6; *Health; Intermediate Grades; *Locus of Control; *Student Attitudes

People's beliefs about the origins of their health, sometimes referred to as health locus of control, have been shown to influence a variety of important behaviors. The purpose of this study was to explore the structure of the health locus of control beliefs of children, using the Multidimensional Health Locus of Control Scales. Two samples of 4th- through 6th-grade students were utilized to allow for cross-validation of results. The first group had 780 subjects, the second group had 524 subjects. Confirmatory methods were employed in this study. Factor I emerged as a construct that might be labeled "Personal Initiative." The two items with the highest factor loadings were "If I take the right actions, I can stay healthy" and "If I take care of myself I can avoid illness." Factor II might be labeled "Luck" or "Chance" and the two items associated with this factor were "My good health is mostly a matter of good luck" and "Luck is mostly what determines how soon I will recover from an illness." Factor III might be labeled "Power of Others" since loadings suggested possible distinctions between the perceived power of doctors and other health care providers. The two items with the largest loadings were "I can only do what my doctor tells me to do about my health" and "Doctors and nurses control my health." (Contains 34 references and 5 tables.) (ABL) categorized into these areas: government publications and journal articles as well as other publications. Finally groups, organizations, and programs on women are listed. (ABL)

ED 350 514 CG 024 568

A Status Report on Colorado Youth: Trends and Implications. A Synopsis of Available Surveys of Colorado Youth Identifying Various Behaviors and Attitudes.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Aug 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Behavior Patterns; *Drug Abuse; Secondary Education; Secondary School Students; Smoking; Student Attitudes; Trend Analysis; Youth Problems

This report presents national and Colorado data relevant to Colorado youth. These topics are covered: (1) drug education issues, which notes that there is a move towards abstinence as well as consistent reports of extensive use of alcohol and increasing use of some drugs; (2) tobacco, alcohol, and other drug risk factors; (3) sex-related issues, including percentages engaging in sexual intercourse at various ages; (4) general health issues, including the relationship to poverty and immunization coverage; and (5) mental health concerns, including teenage suicide statistics. Demographic data on students, teachers, youth unemployment, homeless children and youth, and child abuse are provided. Thirteen trends which may impact adolescent program development are listed. Fifteen implications of the previous information are listed and readers are invited to consider these and determine directions that make sense for their own communities. A bibliography is included. (ABL) opening it up to new possibilities, reframing and expanding the definition to include a broader range of behaviors. (ABL)

ED 350 535 CG 024 589

Arthur, Gibbs L., Jr.; Swanson, Carl D.
Confidentiality and Privileged Communication. The ACA Legal Series. Volume 6.
PUB DATE- 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Confidentiality; Confidential Records; Conflict of Interest; *Counseling; *Counselors; *Ethics; Interpersonal Communication

This monograph is designed to offer a pragmatic or applied focus to the ethical and legal dilemmas facing practitioners in the area of confidentiality and privileged communication. First a glossary of terms is presented. Next the historical perspective of confidentiality is discussed, focusing on from what the counselor's professional duty and responsibility to act derives. The next section explores confidentiality and privileged communication trends from the perspectives of research, professional affiliation, and credentialing. Privacy, informed consent, role duality, negligence, and third-party billing are explored as they relate to confidentiality and privileged communication in the next section. Exceptions to confidentiality are discussed in the following section; these concern the duty to warn and the counselor as witness. Standards applied to diverse settings, such as schools, the armed forces, inpatient environments, etc., are discussed next. Special considerations, such as minor clients, family consultation, etc., are explored in the next section. Privacy and recordkeeping are discussed next. Finally counselor training and confidentiality are discussed. Seven frequently asked questions are stated and answered. Guidelines for practice are listed. A summary and discussion questions are provided. (Contains 72 references.) (ABL)

Doherty and Ellen Piel Cook); (2) "Abuses of Power Against Women: Sexism, Gender Role Conflict, and Psychological Violence" (James M. O'Neil and Jean Egan); (3) "Women in Intimate Relationships" (Paula Dupuy); (4) "Balancing Relationships With Careers" (Marian Stoltz-Loike); (5) "Depression in Women" (Kathleen Y. Ritter); (6) "Women's Reproductive Life Cycle Issues" (Melanie A. Warnke and Contributors); (7) "Women and Their Bodies: Eating Disorders and Addictions" (Laurie B. Mintz and Deborah M. Wright); (8) "The Impact of Internalized Misogyny and Violence Against Women on Feminine Identity" (Karen W. Saakvitne and Laurie Anne Pearlman); and (9) "Conclusion: Helping Women Heal, Today and Tomorrow" (Ellen Piel Cook). (NB)

ED 350 556          CG 024 612

Evans, Jan Holmgren
The Relationship between Internal Locus of Control and Rehabilitation Prognosis.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Locus of Control; Quality of Life; *Rehabilitation; Research

Studies involving the importance of internal locus of control on the rehabilitation process of any illness or disability tend to have numerous methodological problems. The subject groups selected and the indexes of outcome, as well as the manipulation of treatment, structures cause limited generalizability. Different studies contradict each other probably too frequently for strictly scientific purposes. This becomes obvious when looking at the various studies involving weight reduction and locus of control. However, in light of the great body of knowledge indicating a more than coincidental relationship between locus of control and outcome, it would be unwise to disregard it. Questionnaires exist that measure a person's internal locus of control, however, that extra inner essence of a person defies scientific exploration and measurement. The literature attests to the more than coincidental power that internally oriented people possess over their disabilities. And it seems that it is this power that can make the difference in a person's prognosis and quality of life. (ABL) the power, control, and autonomy the teachers sensed they had that freed them to use literature--and to differ widely from each other in their use of literature. (RS)

ED 350 577          CS 011 058

Kaposvari-Danyi, Eva, Comp.; Lorincz, Judit, Comp.
Sociologie de la lecture et de la bibliotheque: Choix de dix ans de la litterature speciale hongroise 1978-1987. Contribution a la Base de donnees internationale de Bibliologie (Sociology of Reading and Library Sociology: A Selection from the Hungarian Literature of a Decade 1978-1987. Contribution to the International Database of Bibliology).
PUB DATE- 90
NOTE- 72p.; Translated by Ilona Hegykozi and Agnes Margittai. "Introduction" and "How to Use this Bibliography" are in French, English, and Hungarian. In each citation, the Title and Subject Headings are also provided in all three languages.
LANGUAGE- French; Hungarian; English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Elementary Secondary Education; Foreign Countries; Higher Education; *Library Role; *Reading Habits; *Reading Interests; *Reading Research; Social Influences
IDENTIFIERS- *Bibliology; *Hungary

This 175-item bibliography was compiled as the Hungarian contribution to an international database. It includes books, chapters of books, periodical articles, manuscripts, and dissertations that deal with bibliology (i.e., the sociology and psychology of book and library use). Citations are restricted to works of Hungarian authors published in Hungary and works related to the reading habits of Hungarians living abroad. Most citations fall within the period 1978-1987. Each entry in the bibliography includes (where appropriate) the author, title, title of the book in which the given chapter was published, date of publication, series title and numbering, ISBN or ISSN, other statements of responsibility, additional elements, geographical notes, general notes, additional entries, and subject headings. A name index and a subject index are also provided. (RS)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Education; *Content Area Reading; *Critical Reading; English Instruction; Health Education; Home Economics Education; Intermediate Grades; Literature Reviews; Mathematics Instruction; Music Education; *Reading Research; Research Utilization; Science Education; Secondary Education; Second Language Learning; Social Studies; Vocational Education
IDENTIFIERS- Reading Uses

Focusing on grades 4-12, this book supplies content area teachers with the information they need to function as reading and writing teachers within their subject/academic discipline. Chapters in the book usually begin with a summary or overview, showing the major concerns and unique features of language use in that area. Some of the chapters in the book have extensive bibliographies of research and/or teaching techniques germane to the subject. The 11 chapters in the book are: (1) "Reading in English" (Linda H. Merchant and Carol T. Fishel); (2) "Reading in Foreign Language Study" (Michele M. Tellep and John E. Carlson); (3) "Reading in Math" (Linda A. Hoover and James F. Nolan); (4) "Reading in the Arts" (Darla K. Wilshire and Bernard J. Badiali); (5) "Reading in Health Education" (Gail Alberini-Emmett and Maria Plischke); (6) "Reading in Physical Education" (Elizabeth A. Martin and others); (7) "Reading in Science" (Brian E. Maguire and Sarah D. Weidler); (8) "Reading in Social Studies" (Darla K. Wilshire and Philip Berryhill); (9) "Reading in Business Education" (Linda H. Merchant); (10) "Reading in Home Economics" (Michele L. Irvin); and (11) "Reading in Vocational Education" (Sonja Brobeck). (RS)

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ED 350 598          CS 011 091

Thomas, Robert L.
Cross-Age and Peer Tutoring. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cross Age Teaching; Elementary Secondary Education; Instructional Effectiveness; *Language Arts; *Peer Teaching; Program Descriptions; *Tutoring
IDENTIFIERS- ERIC Digests

Answering a variety of questions about cross-age and peer tutoring, this digest provides information on how tutoring programs are organized, how to start programs, why tutoring programs are effective, and what the critical ingredients of peer programs are. The digest briefly discusses two examples of effective programs recognized by the National Diffusion Network (1992), as well as a program focusing on the language arts, particularly reading and oral comprehension, and using language-based games and activities. (RS)

English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Differences; Cultural Pluralism; Higher Education; *Multicultural Education; Writing (Composition); *Writing Assignments; Writing Instruction
IDENTIFIERS- *Expressive Writing; Writing Contexts

In the many different stages of the writing process, teachers of composition need to be sensitive toward cultural differences which may exist between them and their students. Large numbers of foreign students participate in writing courses in American colleges, and research indicates that the minority student population will increase sharply in the coming years. Numerous scholars are calling for a revision of the canon taught by English faculty to reflect multicultural trends in American society itself. Multicultural considerations apply specifically to writing classes also. Teachers and students can benefit from the realization that all cultures contribute to knowledge, and that students should participate in the making of knowledge in the classroom. The type of writing that focuses on the student as maker of knowledge has been labelled "expressive." Today, although most research is pointing to a rhetorical focus, it is still possible to reconcile rhetorical writing with expressive writing modes in the context of the writing classroom. Students can be encouraged to draw from their personal experiences, choose topics of personal interest, do most of the talking in conferences, read materials from various cultural perspectives, and thus have a say in their writing education. There remain difficulties with setting up a writing class based on a multicultural approach, however, including the recent negative press, but teachers must remove impediments that obstruct students' learning and development. (HB)

session takes place in a focus-group facility or any environment conducive to small group interaction, such as a classroom. CART has proved useful in combining qualitative aspects of small group research and quantitative aspects of survey research. A pilot test of teacher story-telling using CART (with 96 subjects) provided support for previous findings and provided additional information about the differential impact of different story types on students' instantaneous learning. CART has also been used to test implicit communication theory in the classroom. A study determined 12 undergraduate subjects' emotional responses to an educational film about public speaking via CART. Results indicated that subjects' comprehension scores were lowest for material covered in the videotape when pleasure levels were lowest. Efforts are underway to expand research in communication and education using CART technology. (Thirty-seven references are attached.) (RS)

ED 350 639 CS 507 982

Nelson, Eileen S.; Webster, Stephanie
Visualization and Rational-Emotive Therapy as Interventions for Communication Apprehension.
PUB DATE- Apr 91
NOTE- 36p.; Paper presented at the Annual Carolinas Psychology Conference (Raleigh, NC, April 12-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; *Communication Problems; Communication Research; Higher Education; Program Effectiveness; *Rational Emotive Therapy; Speech Communication; *Visualization
IDENTIFIERS- Communication Strategies

A study examined the effects of rational-emotive therapy (RET) and visualization as interventions to reduce communication apprehension as measured by the Personal Report of Communication Anxiety-25. Forty-seven undergraduate students were randomly assigned to one of three groups: RET, visualization, or an attention-placebo group. The RET group listened to a 20-minute audio-tape of a male voice disputing irrational beliefs. A second experimental group, the visualization group, listened to the same voice, disputing the same irrational beliefs using visualization techniques. The control group listened to the same voice discussing a neutral topic. A repeated measures design was used to look at reduction in communication apprehension across three assessments. No significant group effect was found. Findings suggest that neither visualization nor RET produced a significant reduction in communication apprehension when compared to the control group. (One table of data is included; 23 references are attached.) (RS)

*Organizational Change; *Organizational Objectives;
*Professional Associations; Professors; Teacher Educators
IDENTIFIERS- *National Council of Professors Educ Administration

The history of and current challenges to the National Council of Professors of Educational Administration (NCPEA) are examined in this paper. The first part outlines the challenges facing educational administration today. The second part offers observations about the history of the NCPEA. The early organization exhibited a sense of confidence, moral certainty, and willingness for risk-taking, which is counterposed to current concerns about its diminished openness and participation from newcomers. The third part offers findings of a 1992 member survey, which obtained a 60 percent response rate. Suggestions for improving the organization, based on survey findings, include supporting colleagues and new members, diversifying participation and membership, and considering organizational means for generating external support. (Contains 19 references.) (LMI)

(120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Cost Effectiveness; *Costs; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Organizational Effectiveness; *School Accounting

Problems in educational cost accounting and a new cost accounting approach are described in this paper. The limitations of the individualized cost (student units) approach and the comparative cost approach (in the form of fund-function-object) are illustrated. A new strategy, an activity-based system of accounting, is advocated. Borrowed from business accounting procedures, this method views activities in terms of their value-added potential. The steps of an activity-based cost-accounting system are outlined. Conclusions are that the functional cost-per-student systems have significant limitations and that no link has been demonstrated between function and performance measures. Activity-based cost accounting identifies what adds value to educational processes and what does not. Four tables and one figure are included. (Contains 13 references.) (LMI)

(055)
DESCRIPTORS- Courses; *Curriculum Development; Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Intellectual Disciplines; *State Curriculum Guides; Statewide Planning
IDENTIFIERS- *Oregon

A framework for the revision of Oregon's curriculum goals is presented in this set of briefing papers. The papers offer information to help administrators and other educators understand curricular and instructional trends in each of the state's eight required subject areas: mathematics, science, English language arts, social studies, art, music, health, and physical education. Each paper offers a definition and purpose of the subject area, describes current trends, compares traditional and desired practices, and describes a vision of the discipline in the year 2000. The curriculum framework supports the development of outcome-based education programs grounded in research and theory and the aims of the Oregon Educational Reform Act for the 21st Century. Recommendations are made to connect traditional and innovative practices, develop effective implementation strategies, and balance support for education with the pressure for change. References accompany the papers. (LMI)

literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. Seven principles for consideration when developing a community strategy are discussed: changing attitudes; getting to know the community; reaching out; creating skill clinics; making adult education easy; motivating adult learning; and measuring the results. Eleven promising and successful programs are described and 15 various resource groups are listed. (Contains 11 references.) (LMI)

ED 350 725          EA 024 434

What Other Communities Are Doing...National Education Goal #6.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Cooperation; Community Planning; *Community Programs; *Drug Abuse; Elementary Secondary Education; *School Policy; *School Safety; *School Security; Violence
IDENTIFIERS- *America 2000

Guidelines that will help individual communities reach the sixth National Education Goal are provided in this document. The goal states that by the year 2000, every American school will be free of drugs and violence and will offer a disciplined environment conducive to learning. Five stages in achieving safe and drug-free schools are outlined: (1) identify the problem; (2) engage the entire community; (3) establish and enforce strong antidrug and antiviolence policies; (4) develop a drug education curriculum and start early; and (5) train staff and provide mentors and role models. Six examples of innovative community approaches are described and 15 information resource groups are listed. (Contains 9 references.) (LMI)

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Demonstration Programs; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Paraprofessional School Personnel; Program Development; Program Evaluation; *Regular and Special Education Relationship; *Staff Role; Teacher Aides; Teacher Attitudes
IDENTIFIERS- Michigan

An evaluation was conducted of a Michigan pilot project that sought to expand the activities of aides concerning promotion of least restrictive environment for students with disabilities. The evaluation consisted of a historical summary of the project, on-site observations, and analysis of follow-up evaluation instruments submitted by 49 general education teachers, 33 special education teachers, and 21 pilot project aides. Results are reported by means of 32 tables which present such data as: individuals responsible for initiating the project; individuals responsible for monitoring the project; topical areas of training for aides; information resources utilized by aides; building team meeting participants; educational level of aides; topical areas of teacher training; information resources utilized by general education teachers; age distribution of teachers; number of special education students per class period; educational level of special education teachers; and aides' and teachers' perceptions toward inclusion and its impact on students. The on-site observations indicated that special education students seem integrated and accepted, the aides responded to students' needs as they arose, and inservice training for the aides would have been beneficial. An appendix presents the two attitudinal scales used and the results of the analysis. (DB) conceptual framework specifying critical assumptions and predictions. Specifically addressed are assumptions in the areas of future home and family programs. The United States is seen by authors quoted in this review of the literature as operating under a derivative of structure, redistribution of populations, the aging of Americans, and technological change in family life. Implications for special education program design features are discussed in terms of rationale and assumptions (i.e., increased percentages of poor and disadvantaged children, increased numbers of students with limited English proficiency, and problems of access to new technologies). New tools identified include: high bandwidth computer communications networks, intelligent tutoring system/articulate expert programs, developmental cognitive technologies, and large-scale organizational electronic interfaces. Training and professional development in special education is briefly considered including vocational training for students and professional development for teachers and related staff. (Contains 12 references.) services. (Contains 10 references.) (DB)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Career Education; Communication Skills; Decision Making; *Disabilities; Elementary Secondary Education; Experiential Learning; *High Risk Students; Interpersonal Communication; *Interpersonal Competence; Learning Activities; Lesson Plans; Personal Autonomy; Self Concept; Self Esteem; Self Evaluation (Individuals); *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Community Based Education

This set of instructional units and assessment instruments is intended for use with the Life Centered Career Education Program, a field-tested curriculum for special education and other at-risk students which develops competencies in daily living skills, personal-social skills, and occupational skills. The skills are organized into 22 major competencies (97 basic skill areas, 4 stages of career development, and 3 major instructional settings (classroom, home, and community). Introductory material explains the curriculum rationale, describes curriculum components and materials, and provides general guidelines for teachers. The lesson plans typically include an instructional objective, suggested resources, a lesson introduction, time requirements, activity tasks, and evaluation guidelines. A variety of worksheets accompanies many of the lesson plans. These three volumes present activities for the development of personal social skills, which comprise 7 competencies and 28 subcompetencies. The seven competencies are: (1) achieving self-awareness (e.g., identify interests and abilities); (2) acquiring self-confidence (e.g., accept and give praise); (3) achieving socially responsible behavior (e.g., recognize authority and follow instructions); (4) maintaining good interpersonal skills (e.g., make and maintain friendships); (5) achieving independence (e.g., demonstrate self-organization); (6) making adequate decisions (e.g., develop goal seeking behavior); and (7) communicating with others (e.g., communicate with understanding). (DB) describes the project goals and activities, a literature review, the central questions of creativity research, and major research traditions. Then the planning process is detailed including identification of critical factors, selection of guiding parameters, and steps in designing the identification system based on a model relating four elements of creativity: person, process, product, and environment. Strategies for identifying creative thinking ability are then detailed. These include performance based assessment and behavioral observations. The final section focuses on the critical role of teacher development. It outlines steps in implementing a teacher development program, describes a sample training program, and identifies steps in problem solving. An epilogue identifies major issues noting the need to adopt one theoretical viewpoint as the underlying program rationale and the critical importance of the teaching staff's ability to recognize and teach the creative thinking process. (DB)

European Developments in Applied Linguistics.
PUB DATE- 88
NOTE- 15p.; In: Grunwell, Pamela, Ed. Applied Linguistics in Society. Papers from the Annual Meeting of the British Association for Applied Linguistics (20th, Nottingham, England, United Kingdom, September 1987. British Studies in Applied Linguistics, 3; see FL 020 520.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Declining Enrollment; *Educational Trends; Foreign Countries; Futures (of Society); Language Enrollment; *Language Research; *Linguistic Theory; Research Needs; Second Language Instruction; *Second Languages; Trend Analysis
IDENTIFIERS- Europe; *Netherlands; *West Germany

A discussion of recent developments, trends, and issues in the study of foreign language learning and teaching is presented, focusing largely on the former Federal Republic of Germany and the Netherlands. First, the situation of foreign language teaching in Europe in general is described, as stated in a declaration of intent of the ministers of education of the European Community. It is noted that while in many countries, more than one foreign language is required of students, language enrollment is still declining. Related developments in the field of applied linguistics are then examined, particularly in research on foreign language teaching. Data on the volume of research activity in European countries since 1966 are offered. Some attention is given to the issue of declaring foreign language teaching a discipline in its own right. Finally, important research priorities are outlined. A 23-item bibliography is included. (MSE)

a sociolinguistic variable in this group, with post-vocalic /r/ seen as a prestige feature for some speakers. A sound change may also be occurring, with increased frequency of general usage predicted. The reading passage, word list, and data on individual usage patterns are appended. A 14-item bibliography is included. (MSE)

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ED 350 845          FL 020 628

Warner, Anthony R.
A Lexical Default Account of English Auxiliaries.
PUB DATE- Jun 92
NOTE- 33p.; In: Harlow, S. J. and Warner, A. R., Eds. York Papers in Linguistics, 16; see FL 020 620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English; Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Phrase Structure; *Sentence Structure; *Verbs
IDENTIFIERS- *Auxiliary Verbs

In a study of English auxiliary verb usage, it is proposed that this category of verbs share a characteristic that explains some idiosyncracies: they do not show morphosyntactic inflectional irregularities. According to this account, the relationship between auxiliaries and full verbs is distant, and the morphosyntactic categories that auxiliaries clearly manifest are not inflectional, as in full verbs, but instead are lexically specified. This account makes sense of the ordering of auxiliaries, the double "-ing" constraint on progressives, idiosyncratic behavior of "being" and "having," and other properties. In the context of Generalized Phrase Structure Grammar, a formulation that also constitutes a partial definition of the class "auxiliary" is proposed. This formulation operates within a system of defaults and is distinct from that of Head-Driven Phrase Structure Grammar. A 44-item bibliography is included. (MSE)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); Humanistic Education; Information Processing; *Learning Motivation; *Learning Processes; *Maps; *Retention (Psychology); Second Language Instruction; Student Attitudes; Teaching Methods
IDENTIFIERS- *Confluency (Second Language Instruction); *Conjoint Retention Hypothesis

Conjoint retention and confluency are examined as psychological and pedagogical principles for use in instruction in English as a Second Language (ESL) when maps are used as facilitators. The theory of conjoint retention states that dual encoding occurs when a person hears or reads a narrative while simultaneously viewing a map containing narrative referents, and that this encoding improves recall of elements from either the narrative or the map. Confluent methodology, part of the humanistic approach to education, promotes integration of cognitive and affective aspects of learning. It is proposed that confluent methods of instruction can take advantage of the affective and empathic qualities inherent in maps and their use. These qualities and the aspects of map information processing that may be amenable to confluency and contribute to language teaching are examined in some detail, and 31 classroom activities incorporating maps in ESL instruction are outlined. The activities include games, listening, reading, and speaking practice, and investigative, descriptive, and reflective exercises. A 73-item bibliography is included. (MSE)

ED 350 867 FL 020 722

Fidelman, Carolyn G.
Enabling Technologies as a Force in Curricular Change.
PUB DATE- Apr 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Computer Software; Cultural Context; Cultural Traits; *Curriculum Development; Educational Technology; Evaluation Methods; *Formative Evaluation; *French; Instructional Materials; Interactive Video; *Nonverbal Communication; Second Language Instruction; *Videodisks
IDENTIFIERS- *In the French Body; Wylie (Laurence)

The use of formative evaluation in a new set of materials for French language instruction is discussed. The materials, entitled "In the French Body," use videodisk technology to teach both verbal and nonverbal aspects of communication. The technical and pedagogical design of the materials are described, difficulties of using controlled formative evaluation in situations where previously untaught skills (in this case, nonverbal communication) are taught are examined, and the particular advantages offered by this technology in performing controlled formative evaluation are outlined. The evolution of the idea on which the instructional and evaluation methods are based and the process of developing the materials are also chronicled in some detail. Inspiration and techniques were derived from the work of Laurence Wylie on communication within the French culture. Some conclusions are drawn about the lessons learned and the cyclical nature of the curriculum development process, and ongoing activities of the project are noted. (MSE)

ED 350 868 FL 020 724

Hagen, Stephen
The Foreign Language Needs of British Business: A CTC Response. CTC Trust Publication Number 3.
PUB DATE- Feb 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration; Case Studies; Educational Needs; Educational Strategies; Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Intercultural Communication; *International Trade; Language Role; Language Skills; Postsecondary Education; *Proprietary Schools; *Second Languages; Teaching Methods; *Vocational Education
IDENTIFIERS- *City Technology Colleges (England); *United Kingdom

The need for second language training in the United Kingdom for trade and industry is examined, and the role of City Technology Colleges (CTCs) in providing such training is discussed. It is argued that reliance on English is no longer sufficient for trade in the world market, since the most important markets for British goods and services are non-English-speaking areas. Deficiencies in major languages have been identified by companies as a barrier to business. British managers, scientists, and engineers are increasingly disadvantaged by lack of foreign language skills. Linguistic awareness is

ED 350 887 FL 800 558

Taylor, Marcia
The Language Experience Approach and Adult Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Students; *English (Second Language); *Language Experience Approach; *Literacy; Oral Language; Second Language Instruction; *Teaching Methods
IDENTIFIERS- ERIC Digests

This Digest focuses on using the language experience approach for teaching adult English-as-a-Second-Language (ESL) learners. The language experience approach (LEA) ia a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogenous groups of learners. Specific sections of the digest look at the following: (1) features of the language experience approach; (2) LEA with ESL learners; and (3) two variations of LEA (personal experience and group experience). It is conclude that although the LEA was developed primarily as a tool for reading development, this technique can be used successfully to develop listening, speaking, and writing as well. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

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ED 350 888 HE 025 808

Chaffee, Ellen Earle
Latitude and Longitude. AIR Presidential Address.
PUB DATE- 13 May 92
NOTE- 24p.; Speech delivered at the AIR Forum Annual Meeting (Atlanta, GA, May 13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Economic Change; *Educational Change; Educational Objectives; *Educational Planning; *Higher Education; *Institutional Role; Needs Assessment; *Relevance (Education); School Role; Social Change; Systems Approach
IDENTIFIERS- *AIR Forum

This speech addresses the problem of higher education's response to the forces of change and argues for a reinventing of higher education rather than repeatedly amending core teaching and research activities to fit new social and economic situations. Three higher education organizational dynamics (recruitment, budgeting, and handling outside criticism) are used to illustrate responding to change through continual institutional self-assessment and adaptation via systems thinking. The effectiveness of higher education's response to public changes depends largely on the ability and willingness of either side to mutually regard, trust, and communicate with the other. An escalation model is used to illustrate the dynamics of this communication interrelationship between public requirements and higher education's response; the focus being on understanding the public's needs and fully investing in addressing these needs. Also briefly discussed are the current reform measures

ED 350 907 HE 025 883

Zucker, Evan L.
What Students Look for in Course Syllabi.
PUB DATE- 18 Apr 92
NOTE- 12p.; Paper presented at the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Juniors; College Seniors; Course Content; *Course Descriptions; Course Objectives; Higher Education; *Student Attitudes

A study was done of college undergraduates' views of course syllabi as syllabi are generally the primary vehicles by which course instructors initially communicate plans, goals, and expectations to students. The study proceeded with an open-ended, one-question survey distributed to students in seven undergraduate classes from four different content areas. The data were collected over a six-semester period and a total of 194 responses were obtained. Of the respondents, juniors and seniors comprised 95 percent of the sample. The procedure for the survey was that in each class the syllabus was distributed on the first day of class with each part explained orally to the students. At the end of this class the survey was distributed and students were asked to complete the following statement: "When I received the course syllabus, the first thing I looked for was..." Responses were tabulated based on the key word or phrase. Results showed that the most prevalent response was that students first looked for examination dates, followed by the number of examinations, and topics covered in the course. This response supports development of a "nutshell" description which students rated favorably. (Four tables are included.) (JB)

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ED 350 908 HE 025 885

Mehrotra, Chandra M.
Strengthening Undergraduate Education in Aging through Faculty Enhancement.
PUB DATE- 15 Aug 92
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 15, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging Education; Attitude Change; College Faculty; *College Instruction; *Faculty Development; Higher Education; *Institutes (Training Programs); Knowledge Level; Professional Continuing Education; Program Effectiveness; Program Evaluation; Psychology; Teacher Attitudes

An assessment of a psychology faculty enhancement program which provided up-to-date information on aging was done. In 1989/90 the program involved a 2-week institute for 25 teachers from two-year and four-year colleges, providing them with consultation both during and after the institute, and maintaining contact with them through reunions and newsletters. A 1-week follow-up institute was held in 1991 and attended by 18 of the original group. Assessment was conducted by monitoring all of the activities, by collecting data on

ED 350 927 HE 025 905

The College Board Guide to 150 Popular College Majors.
PUB DATE- 92
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Exploration; Degree Requirements; Degrees (Academic); Education Work Relationship; Higher Education; Intellectual Disciplines; *Majors (Students); Program Descriptions; Specialization; *Undergraduate Study

This guide to college major fields of study informs users about the array of undergraduate majors and common features of those majors. Following a discussion of how to use the book and essays by actual college students on how they chose a major, the guide describes 151 majors grouped in the following 17 categories: agriculture; architecture and design; the arts; biological and life sciences; business and management; communications; computer and information sciences; education; engineering; health sciences and services; home economics; humanities; interdisciplinary, area, and ethnic studies; mathematics; physical sciences; social and behavioral sciences; and theology. The introduction to each category provides an overview of each field and describes differences between the various majors. Each specific description covers nine topics: interests, skills, and qualities associated with success in the major; recommended high school preparation; typical courses in the major; what the major is like; specialization; other majors to consider; and careers related to the major. Included are a career index listing over 150 jobs and some of the majors that prepare for those jobs, and a related majors index showing the range of majors related to a specific field. Also included is an alphabetical list of majors. (JB)

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ED 350 928 HE 025 906

Eigen, Lewis D.
Alcohol Practices, Policies, and Potentials of American Colleges and Universities. An OSAP White Paper.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Sep 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcohol Abuse; Campuses; College Administration; Educational Environment; Health Education; Higher Education; *Institutional Environment; Intervention; Prevention; *Program Administration; *School Policy; Student Attitudes

This white paper describes the extent of drinking on college campuses; the health, social, academic, and economic costs thereof; means of education and intervention available to schools; and the relationship of many university policies and practices to this problem. The paper is organized into two major sections. The first describes the nature of the problem including an analysis of the amount and nature of campus

ED 350 947 HE 025 925

Magolda, Marcia B. Baxter
Knowing and Reasoning in College: Gender-Related Patterns in Students' Intellectual Development.
PUB DATE- 92
NOTE- 446p.; A publication in the Jossey-Bass Higher And Adult Education Series and the Jossey-Bass Social and Behavioral Science Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Cognitive Psychology; Cognitive Structures; Cognitive Style; *College Students; Epistemology; Extracurricular Activities; Higher Education; Longitudinal Studies; *Sex Differences; Undergraduate Study
IDENTIFIERS- *Miami University OH

This book presents the findings of a longitudinal study of 101 college students and the development of their ways of knowing over a 5-year period, focusing particularly on the role of gender in intellectual development. Part 1, "Understanding Gender-Related Patterns of Knowing," introduces different ways of knowing. Chapter 1 reviews the literature. Chapter 2 presents the epistemelogical reflection model developed for the interpretation of the collective data. Chapters 3 through 6 each describe a particular kind of knowing and the patterns evident within it. Chapter 7 discusses whether the students' experiences and the epistemological reflection model could be transferred to other contexts. In Part 2, "Implications for Academic and Student Affairs," Chapter 8 summarizes students' advice to classroom educators. Chapter 9 discusses how to promote development of a distinctive, individual student perspective in curricular settings. Chapter 10 contains students' advice to co-curricular educators, and Chapter 11 addresses developing a student voice in co-curricular settings. Finally, chapter 12 summarizes the major finding of the study. Appended resources contain background on Miami University (Ohio), the site for the study, explanation of the method, and the interview and questionnaire formats. Also included are an index and over 100 references. (JB)

ED 350 948 HE 025 926

Nanus, Burt
Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization.
PUB DATE- 92
NOTE- 237p.; Foreword by Warren Bennis
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Institutional Environment; *Institutional Mission; Institutions; *Leadership; Leadership Qualities; Leadership Responsibility; Leadership Styles; *Long Range Planning; Organizational Objectives; *Self Evaluation (Groups)

This book on institutional leadership and in particular on how to develop a leadership style that springs from a shared vision of an organization's future, or "visionary leadership," contains

ED 350 966 HE 025 945

Carothers, Robert L.
Recreating the Research University: Cutting the Gordian Knot.
PUB DATE- 17 Jan 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Trends; Futures (of Society); Higher Education; *Institutional Mission; Organizational Objectives; *Research Universities; Trend Analysis
IDENTIFIERS- Total Quality Management; *University of Rhode Island

This paper consists of a speech delivered on the occasion of the 100th anniversary of the University of Rhode Island (URI) that proposes a new structure for the future of that institution. The paper opens by describing the questions and discussion raised in the past year by the onset of the anniversary. Also touched on is the early history of the university, a reflection on the changing nature of global relations and national economic forces, and the increased importance of knowledge of the economic picture, which suggests changes in the structure and role of universities. In the course of a discussion of the importance of educational quality the Total Quality Management approach to institutional organization is proposed as a desirable model and the current movement at URI to adopt this program and to establish an "Academy for Quality" that will research and teach the various elements of quality management to and for the university community is described. A consideration of the conflict between the needs of research institutions and lack of funding culminates in a proposal to solve the conflict between research and lack of funding by reorganizing the institution into eight faculty and student research centers conceptualized broadly as teams with a mission and implementing many of the most effective practices for student learning. (JB)

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ED 350 967 HE 025 946

Gray, Peter J.; And Others
A National Study of Research Universities: On the Balance between Research and Undergraduate Teaching.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Mar 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Faculty; College Instruction; Higher Education; *Institutional Mission; Institutional Research; *Publish or Perish Issue; Research; *Research Universities; *Teacher Attitudes; Teacher Role

This study examined the relative importance of teaching and research at 33 public and 14 private research universities. In particular the study sought to understand the perceptions held by the study participants of the relative importance of teaching and research and to compare and contrast the perceptions of different groups within the university community. A total of 46,193 surveys were distributed and 23,302 were returned from faculty at all levels as well as

ED 350 984 IR 015 795

Farr, Charlotte Webb; Muscarella, Diane
Is Video Really Necessary? A Study Comparing Interactivity in Video and Audio Classrooms.
PUB DATE- Aug 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; Classroom Communication; Comparative Analysis; Discourse Modes; *Distance Education; Higher Education; Instructional Innovation; *Interactive Video; *Intermode Differences; *Teacher Student Relationship; Telecommunications; *Teleconferencing; *Verbal Communication; Videotape Recordings
IDENTIFIERS- Interactive Television

This paper presents the findings of a study comparing the amount of interactivity generated in three different instructional settings: face-to-face instruction in a television classroom, real time instruction via microwave (two-way interactive video), and audioteleconference instruction supplemented with prerecorded videos. The study was conducted using three sessions of a psychology class, all taught by the same instructor, on the psychosocial implications of AIDS. With regard to the face-to-face with video comparison, the data suggests that the presence of the instructor, regardless of site, increases the amount of interaction. The comparison of audio/video with face-to-face instruction produced similar results; however, in the audio condition the majority of students' interactions were comments rather than questions, showing a substantively greater degree of understanding of the material. Three explanations for the differences in quality of interactions are suggested: (1) a difference in the way the class was structured; (2) a difference in the two audiences; and (3) the use of tapes representing different time periods in the class. (ALF)

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ED 350 985 IR 015 796

Wheeler, Daniel D.
KIDLINK in War and Peace.
PUB DATE- 21 Apr 92
NOTE- 29p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 22-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Computer Networks; *Electronic Mail; Elementary Secondary Education; Foreign Countries; Global Approach; *Man Machine Systems; Peace; Preadolescents; *Telecommunications
IDENTIFIERS- *Gulf War; *KIDLINK Project (Electronic Mail)

This paper describes the KIDLINK Project, a worldwide e-mail exchange with children from 10 to 15 years of age, which was created as part of the 1990 Children's Cultural Week in Arendahl, Norway, by Odd de Presno, a Norwegian journalist and author of computer books. The goal of the project is to create a global dialog among as many children as possible. The KIDLINK project is now running on Bitnet LISTSERV at North Dakota State

ED 351 003 IR 015 819

Reynolds, Lynne; Ehrlich, Diane
Multimedia in Industry and Education: A Decision Model for Design.
PUB DATE- Jun 92
NOTE- 5p.; Paper presented at the European Conference on Educational Research (Enschede, The Netherlands, June 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Decision Making; Delivery Systems; Educational Media; Educational Technology; *Instructional Design; *Models; *Multimedia Instruction; Needs Assessment; Planning; *Systems Approach; Task Analysis
IDENTIFIERS- Instructional Systems Design

This paper presents a decision making model that uses a systematic approach to design; has as a driving force the needs and goals of a particular learning situation; is derived from traditional instructional system design models such as Kemp, Dick & Carey, and Romiszowski; and in addition addresses the potential impact of multimedia as a delivery system/learning tool. Presented in the form of a puzzle, the model is a series of eight interlocking pieces representing: (1) learner characteristics; (2) topics and tasks--content or task analysis; (3) objectives; (4) performance assessment--occurring in four levels of reaction, learning, changes, and long term results; (5) instructional activities; (6) media/delivery systems--integration of instructional design and media/delivery systems; (7) resources; (8) the central piece, the analysis phase, which defines the needs and goals of the situation. The entire process represented in the model is connected by continuous revision and evaluation, for which an instrument called Checklist for Multimedia Design has been developed suggesting questions that the instructional design team should ask. A Project Task Timeline has also been developed that defines the roles and responsibilities of team members and lists tasks that should be completed in the design phase. Figure 1 illustrates the model. (Contains 11 references.) (ALF)

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ED 351 004 IR 015 821

Zillesen, Pieter G. van Schaick
The Simultaneous Production Model; A Model for the Construction, Testing, Implementation and Revision of Educational Computer Simulation Environments.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Simulation; *Computer Software Development; Educational Technology; Material Development; *Models; Systems Analysis; Systems Development

This paper introduces a hardware and software independent model for producing educational computer simulation environments. The model, which is based on the results of 32 studies of educational computer simulations program production, implies that educational computer simulation environments are specified, constructed, tested, implemented, and revised by teams of experts. The main domains of expertise, within which the simulation environments are formally defined are:

ED 351 022 IR 054 217

Quezada, Shelley
Forum on the Future: The Call for a National Library Literacy Conference. Final Performance Report, FY1989.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 88p.; For the proceedings of the conference that resulted from this project, see ED 343 607.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); Conferences; *Diffusion (Communication); Expenditures; Library Planning; Library Surveys; *Literacy Education; *Planning; Policy Formation; Public Libraries; *State Libraries
IDENTIFIERS- Library Services and Construction Act

This report describes the process by which the 1990 conference for state library literacy consultants--"Strengthening the Literacy Network"--was planned and implemented and the conference results. The overarching goal of the project was to promote the implementation of effective and innovative literacy projects and strategies nationwide through the coordination and dissemination of information about successful library-based literacy programs. Three state library agencies working with key state and federal consultants helped plan the conference. Planning activities included meetings of the planning team; development and distribution of a survey instrument to determine the content of the conference; developing the program; disseminating promotional materials; handling conference logistics; and preparing for publication the conference proceedings. The primary project expense was travel for planning and for conference participation. Conference outcomes included: a list of resolutions, a finalized version of which was sent to staff coordinating the 1991 White House Conference on Library and Information Services; positive initial conference evaluations; ongoing contact among conference participants; information requests received by the project director from conference participants; and the use of ideas presented at the conference in state-level projects. It is noted that the publication of the conference proceedings was favorably received. A listing of the results of the January 1990 State Library Survey and a list of seven resolutions for consideration from the Alexandria State Library Literacy Forum conclude the narrative report. Supporting documentation provided in attachments to the final report (which make up more than half of the report) include pre-conference correspondence, memoranda, and an agenda for a planning meeting; the questionnaire used for the state library survey; conference publicity; a draft of the conference schedule; sample conference evaluations and correspondence with participants following the conference; response to the publication of the conference proceedings; and two published articles describing the conference. (KRN)

ED 351 023 IR 054 218

From School Libraries to School Media Centres: Experiences, the Present Situation and Possible Improvement.
PUB DATE- 87
NOTE- 107p.; A product of the Programme of Cooperation in

ED 351 038 IR 054 241

Gratch, Bonnie; And Others
Information Retrieval and Evaluation Skills for Education Students.
PUB DATE- 92
NOTE- 11p.; Prepared by the EBSS-Bibliographic Instruction for Educators Committee of the Association of College and Research Libraries of the American Library Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citations (References); *Educational Objectives; *Education Majors; Elementary Secondary Education; Evaluation Criteria; Graduate Study; Higher Education; *Information Retrieval; *Library Instruction; Media Specialists; *Teacher Education; Undergraduate Study; Users (Information)
IDENTIFIERS- Librarian Teacher Cooperation

This report is designed to assist instruction librarians working with faculty in education and related areas to teach education students the skills of searching, retrieving, and evaluating information in education and related fields. The language of the document was chosen to help librarians communicate their objectives to faculty. The document was also designed to reflect the role of the school library media specialist as a partner with teachers in curriculum development and information skills instruction. The document consists of two parts. The first part identifies the broad goals and terminal objectives arranged in the following sequence: (1) generation and communication of knowledge in education; (2) intellectual access; (3) bibliographic representation of information sources; (4) physical access and evaluation; and (5) collaborative roles of teachers and school library media specialists. A glossary and references are included in Part I. Part II contains examples of applications of some of the goals and objectives contained in Part I. These applications provide specific behavioral objectives and activities from which to plan instructional sessions for an undergraduate social studies methods course and a graduate research methods course. Use of the ERIC bibliographic database plays a prominent role in part II. (KRN)

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ED 351 039 IR 054 242

Roberts, Kenneth H.
Review of the General Information Programme, 1977-1987. A Compilation of Information on Its Characteristics, Activities and Accomplishments.
PUB DATE- Sep 88
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Bibliographic Databases; Foreign Countries; Global Approach; History; *Information Networks; *Information Technology; *Information Transfer; International Cooperation; *International Programs; *Library Education; Library Standards; National Programs; Policy
IDENTIFIERS- Unesco; UNISIST

ED 351 055          JC 920 531

Shepard, Ira Michael; Schwartz, Allen D.
Crime Awareness and Campus Security Act. Important Information for Community College Trustees and Administrators.
PUB DATE- Aug 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annual Reports; Community Colleges; *Compliance (Legal); *Crime Prevention; Disclosure; *Educational Legislation; Educational Policy; Higher Education; Information Dissemination; Law Enforcement; Models; Police Action; Police School Relationship; *Policy Formation; *School Policy; *School Security; School Statistics; Security Personnel; Two Year Colleges; Victims of Crime; Violence
IDENTIFIERS- *Crime Awareness and Campus Security Act 1990; *Student Right to Know and Campus Sec Act Title II

The Crime Awareness and Campus Security Act (CACSA) of 1990 requires higher education institutions to prepare, publish, and distribute to all students and employees an annual security report disclosing campus security policies and measures, and statistical data on criminal offenses and arrests, by September 1, 1992. This report was developed to assist two-year colleges in complying with CACSA regulations. Following an overview of the law, a sample general policy statement on campus crime and security is provided. Next, the following individual policy statements are offered: (1) Procedures and Facilities for Students and Employees To Report Criminal Acts and Other Emergencies on Campus and the College's Response to Those Reports; (2) Security and Access to Campus Facilities and Security Considerations in Maintaining Campus Facilities; (3) Enforcement Authority of the Department of Public Safety and the Encouragement to Students and Employees To Report Crimes to the Department of Public Safety and Appropriate Police Agencies; (4) Informing Students and Employees about Campus Security Procedures and Practices To Encourage Students and Employees To Be Responsible for Their Own Security and the Security of Others; (5) Programs To Inform Students and Employees about the Prevention of Crimes; (6) Monitoring and Recording Criminal Activity Occurring at Off-Campus Recognized Student Organizations Attended by College Students; and (7) Possession, Use, and Sale of Alcoholic Beverages and Illegal Drugs and Drug Abuse Education Programs. The final two sections provide a model policy report on gathering campus crime statistics, and a sample letter requesting crime statistics from police agencies. (PAA)

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ED 351 056          JC 920 532

Money, Sheila M.
What Is Teaching Effectiveness? A Survey of Student and Teacher Perceptions of Teacher Effectiveness.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

ED 351 071 JC 920 549

Guichard, Gus
Student Equity Policy.
PUB DATE- Jul 92
NOTE- 14p.; Discussed as agenda item 14 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 9-10, 1992). For a related document, see JC 920 546.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Legislation; *Educational Policy; Equal Education; Evaluation Criteria; Governing Boards; *Minority Groups; Nondiscriminatory Education; *Policy Formation; Position Papers; State Action; *Statewide Planning; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

Following a decrease in minority student enrollment within the California Community Colleges (CCC), the Board of Governors (BOG) convened a special statewide symposium to examine issues of minority student enrollment, retention, and transfer, and established a standing Board Committee on Equity and Diversity. Over the past 2 years, a system policy on student equity has been under development and review, with participatory support from all elements in the CCC system. This report presents the proposed policy statement. The first two sections identify the reasons for strengthening existing student equity policies and programs, citing California's economic dependency on the successful education of its future workforce. The following section describes the ways in which the policy would be implemented, emphasizing the need for local planning and coordination based on existing, district-level student equity-related policies and programs. The final section emphasizes the importance of rigorous evaluation of systemwide progress within the context of BOG and district oversight. An appendix to the proposal suggests specific additions to existing educational legislation, providing definitions of "historically underrepresented groups" and "ethnic minorities," and requiring district development of a student equity plan for each college with specified components of campus-based research or needs assessment; goal identification; and specification of implementation activities, resources support, and evaluation. Additional appendixes identify "indicators" for assessing progress in achieving student equity; and systemwide activities supportive of planning and implementation efforts. (PAA)

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ED 351 072 JC 920 550

Newmyer, Joseph; Mangham, Clarence
Proposals for: New College for the Los Rios Community College District and New Center for the Allan Hancock Joint Community College District.
PUB DATE- Nov 92
NOTE- 47p.; Discussed as agenda item 5 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, November 12-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Capital Outlay (for Fixed Assets); College Planning;

ED 351 088 JC 920 576

Establishing Prerequisites: Proposed Regulations and Guidelines.
PUB DATE- 92
NOTE- 15p.; Prepared by the Ad Hoc Committee on Prerequisites and Matriculation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Admission Criteria; *College Curriculum; Community Colleges; *Courses; Curriculum Development; *Educational Policy; Eligibility; *Guidelines; Policy Formation; *Prerequisites; Program Development; State Standards; *Statewide Planning; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

A "prerequisite" is a measure of readiness for a course or program that a student is required to meet as a condition of enrolling in a course or program. An "advisory" is a measure of readiness for a course or program that a student is recommended to meet in order to enroll. A prerequisite or advisory may be a course, activity, audition, test, or similar measure of readiness. This 8-part report presents regulations and guidelines for establishing prerequisites and advisories for the California community colleges. Definitions of terms are provided in section 1, while section 2 reviews California state legislation regulating institutional prerequisites, and describes different kinds of prerequisites including standard prerequisites (e.g., science and language courses required for a transfer degree); performance courses (e.g., auditions or try outs for theater or orchestra classes); sequential courses within and across disciplines; health and safety prerequisites; honors courses and other special purpose courses; blocks of courses; and program prerequisites. Section 3 reviews the guidelines for establishing advisories, while section 4 discusses an instructor's formal agreement to teach a prerequisite course. Next, section 5 outlines the requirements colleges may impose on probationary students, students at risk of dismissal, and students enrolling after being dismissed from another institution. Section 6 discusses the establishment of effective dates for prerequisites. Section 7 presents guidelines for providing prerequisite information in catalogs and schedules of classes. Finally, section 8 reviews guidelines for dropping students from prerequisite courses for reasons of health and safety. (PAA)

ED 351 089 JC 920 577

Conklin, Karen A.
Employment, Salary and Placement Information Related to Career Programs at Johnson County Community College.
PUB DATE- Dec 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Information Systems; Career Planning; Careers; *College Programs; Community Colleges; *Demand Occupations; Directories; *Employment Projections; Employment Statistics; Futures (of Society); Guides; *Labor Market; Labor

ED 351 106 PS 020 743

Chilton, Telia Y.
Effect of Family Structure on School Readiness?
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Early Intervention; *Family Structure; Lower Class; Lower Middle Class; *Nuclear Family; *One Parent Family; Preschool Education; *School Readiness; *Young Children
IDENTIFIERS- Illinois

The purpose of this study was to determine the effect of living in dual parent or single parent families on the school readiness of preschool children. The subjects were 40 prekindergarten children attending a program for at-risk children in a suburban school district. The results of an annual preschool screening test were utilized to determine the effect of family structure on the readiness level of the students. Results indicated that children raised in dual family homes obtained higher readiness scores than children raised in single parent families. Family involvement through parent-child home activities was positively correlated with children's school readiness. The findings also suggested that collaboration between parents and teachers in the classroom provided parents with training and experiences that could be transferred to the home environment, thereby creating for the child a continuous learning atmosphere which fosters continued growth and development at school and at home. (MDM)

ED 351 107 PS 020 747

Dondiego, Barbara L.
Craft-Training in the Preschool Curriculum.
PUB DATE- Mar 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; Art Materials; *Creative Activities; Feedback; *Handicrafts; *Preschool Education; Preschool Teachers; Prewriting; Skill Development; Teacher Role
IDENTIFIERS- Praise

In craft training, children are taught preschool skills as they create art projects with an adult. By creating toys, pictures, and other projects from readily available materials, children become involved in cooking, coloring, cutting, drawing, gluing, and beginning writing. The first rule of craft training is to let the child do the work of making the craft. The second rule is that teachers talk to the child in specific terms and encourage the child to talk back. The third rule is that repeated exposure is essential for learning. Since most preschools operate on a narrow budget, one appealing feature of craft training is its use of everyday objects as teaching tools. For example, napkins can be used to teach children about shapes. Crafts offer the child an opportunity to develop his or her prewriting skills at the child's individual rate of development and interest. Whatever skill the child is learning

ED 351 127 PS 020 862

Landerholm, Elizabeth; And Others
Adding Variety to Parent Involvement Activities.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computers; Day Care Centers; *Family Programs; Food; Learning Activities; *Parent Education; Parenting Skills; *Parent Participation; Preschool Education; Program Evaluation; *Social Support Groups; *Stress Management
IDENTIFIERS- *Systematic Training for Effective Parenting

Historically, the emphasis of parent involvement components in early childhood programs has been on teaching the parent to teach the child. Since the early 1980s, however, there has been a movement toward the development of support systems for families. Support activities are important for parents under stress, since stress can affect the ability of a parent to function, and can ultimately affect the development of the child. This study describes the Landerholm/Karr model, a parent involvement program at a university day care center that is designed to increase parent involvement. The purpose of the study was to involve as many parents as possible and to compare which activities were most successful in fulfilling that goal. A total of 71 parents participated in support activities for parents and for parents and children, educational activities, and leadership activities. Results indicated that activities that centered on food, and particularly those that included the provision of dinner, helped parents get involved in educational activities. For a variety of reasons, inclusion of food in activities was seen as a strong method of supporting parents. Parents infrequently involved in activities concentrated on only one or two activities, while frequently involved parents participated in a variety of activities. The provision of educational activities, especially computer sessions, at convenient times and for a short duration helped increase the number of parents who got involved. In general, results of the study indicated that support activities helped parents to feel comfortable and motivated them to try other educational programs. Contains 36 references. (SM)

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ED 351 128 PS 020 863

Karr, Jo Ann; Landerholm, Elizabeth
Reducing Staff Stress/Burnout by Changing Staff Expectations in Dealing with Parents.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Early Childhood Education; Early Intervention; Parent Attitudes; *Parent Teacher Cooperation; *Social Support Groups; *Special Education Teachers; *Stress Management; *Teacher Attitudes; *Teacher Burnout; Young Children
IDENTIFIERS- *Parent Needs

When newly trained special education teachers begin working with infants and young children in early intervention programs, they find themselves also having to work extensively with parents. Teachers may expect all parents to become partners with them in

ED 351 147 PS 020 937

Jewett, Jan
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Aggression; Assertiveness; *Cooperation; Discipline; Family Influence; Hostility; Parent Child Relationship; *Peer Relationship; Preschool Education; *Social Development; Teacher Student Relationship; *Young Children
IDENTIFIERS- ERIC Digests

Aggression and cooperation, which represent two critical features in the child's social domain, have one element in common: they both emerge from children's strong developmental push to initiate and maintain relationships with other children. Aggression is defined as any intentional behavior that results in physical or mental injury to any person or animal, or in damage to property. Aggressive actions can be accidental, instrumental, or hostile. Aggression should not be confused with assertion, which is behavior through which children maintain and defend their rights. Cooperation is defined as any activity that involves the willing interdependence of two or more children. Cooperation should be distinguished from compliance, which represents obedience to authority rather than intentional cooperation. Techniques adults can use for reducing children's aggression include helping children to verbalize their feelings, develop problem-solving approaches to conflicts, and notice the consequences of their aggressive actions. To foster children's cooperation, adults can acknowledge children's efforts to initiate appropriate social interactions, affirm helping behaviors, communicate positive regard, and support children's struggles to resolve interpersonal conflicts. In various ways, early childhood educators can support the emergence of children's positive interpersonal strategies, and early childhood programs can help parents understand the range of children's emerging social repertoires. (BC)

ED 351 148 PS 020 938

Katz, Lilian G.
Nongraded and Mixed-Age Grouping in Early Childhood Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Continuous Progress Plan; Definitions; Early Childhood Education; *Heterogeneous Grouping; *Multigraded Classes; *Nongraded Instructional Grouping; Peer Relationship; *Teaching Methods; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; ERIC Digests;

ED 351 166 RC 018 844

Hall, Suzanne, Ed.
The People: Reflections of Native Peoples on the Catholic Experience in North America.
PUB DATE- 92
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indian History; American Indians; Beliefs; *Catholics; Christianity; *Church Role; Cultural Awareness; *Cultural Interrelationships; Multicultural Education; *North American History; Teacher Education
IDENTIFIERS- *Columbus Quincentenary; *Religious Experiences; Religious Practices

Four Native American Catholic priests and nuns reflect on the 500-year history of Roman Catholic evangelization among Native Americans and call for a reconciliation of all the peoples of the Americas. P. Michael Galvan outlines the historical context of Native-Church relations since 1492, notes the negative and positive outcomes of the collision of two worlds, discusses the complexity of Native identities and cultures, and describes the history of Native participation within the Catholic Church. P. Michael Galvan and Kateri Mitchell discuss Native values and spirituality and the areas of overlap between Native and Christian belief systems. Marie Therese Archambault advocates the development of an indigenous Christian church by deconstructing and "decolonizing" the process of evangelization; reflecting on elements of Native culture that clear the way to the sacred; and overcoming generations of alcoholism, codependent behaviors, and paternalism. Paul Ojibway offers suggestions to Native Americans to create a new vision of unity and self-determination by returning to Native sacred traditions, and to the Catholic Church to reach out to Native Americans through multicultural ministry. Mitchell and Galvan present teacher guidelines for cultural sensitivity and suggestions for culturally relevant teaching methods. This book contains 128 references and resources. (SV)

ED 351 167 RC 018 845

Bert, Cynthia R. Greene; Bert, Minnie
Fetal Alcohol Syndrome in Adolescents and Adults.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; Alcohol Abuse; American Indian Education; *American Indians; *Congenital Impairments; Elementary Secondary Education; Human Services; *Learning Disabilities; Prenatal Influences; *Symptoms (Individual Disorders)
IDENTIFIERS- *Fetal Alcohol Syndrome

Persons with fetal alcohol syndrome (FAS) may be diagnosed at birth based on specific symptoms and anomalies. These are history of prenatal alcohol exposure, mental retardation, central nervous system dysfunctions, growth deficiency, particular physical anomalies, and speech and language anomalies. With aging, cranial and skeletal anomalies become

ED 351 184 SE 052 374

Heppner, Frank; And Others
American College Biology and Zoology Course Requirements: A de facto Standardized Curriculum.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 47p.; Edited version published in the Journal "BioScience" (v40 n2 p130-134 Feb 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Curriculum Design; *Curriculum Development; Higher Education; Science Curriculum; *Science Education; Science Instruction; *Zoology

Without a formal mechanism to produce consensus, American colleges generally have come to agree on what constitutes an appropriate set of course requirements for Biology and Zoology majors. This report describes a survey of American four-year colleges and universities offering biology and/or zoology degrees. Questionnaires were sent to 741 biology and zoology departments asking for the current course requirements for majors, and for novel or innovative curricular features. Replies were received from 270 departments. From the results, very few unusual curricula in biology were detected. A majority of colleges (70.3%) require at least a semester of introductory biology, genetics, ecology, physiology, and cell biology. An even greater majority of colleges (79.3%) require at least a semester of chemistry and physics, and organic chemistry. There are far more similarities than differences in the course requirements of the departments. The only surprise was that smaller, lower ranked colleges are more likely to have a research and undergraduate seminar requirement than research-oriented colleges. (PR)

ED 351 185 SE 052 376

Zuckerman, June T.
A Breach in the Relationship between Correctness and Scientific Conceptual Knowledge for the Meaningful Solving of a Problem about Osmosis.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Educational Research; Graphs; High Schools; Misconceptions; *Problem Solving; *Science Education; *Scientific Concepts
IDENTIFIERS- *Osmosis

Expert/novice studies of conceptually rich problem solving have demonstrated a relationship between the correctness of a solution and the extent and organization of the solver's conceptual knowledge. This study examines meaningful problem solving and the relationship between the correctness of a solution and the extent of the solver's scientific conceptual knowledge. Fourteen high school students participated in this qualitative study involving a problem in osmosis. The investigative course consisted of a presolving clinical

ED 351 202 SE 053 380

Burton, Grace; And Others
Sixth-Grade Book. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades K-6.
PUB DATE- 92
NOTE- 43p.; For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, ED 344 776-778, ED 344 783, SE 053 361, and SE 053 420.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Curriculum Enrichment; Data Analysis; *Discovery Learning; *Discovery Processes; *Elementary School Mathematics; Enrichment Activities; Estimation (Mathematics); Fractions; Geometric Constructions; Geometry; Grade 6; Instructional Improvement; Intermediate Grades; *Learning Activities; Manipulative Materials; Mathematical Concepts; Mathematical Enrichment; Mathematical Models; Mathematics Education; *Mathematics Instruction; Measurement; Pattern Recognition; Problem Solving; Spatial Ability
IDENTIFIERS- Fibonacci Sequences; *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics," provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. This book, one in a series designed to interpret and illustrate how the vision could be translated into classroom practice, begins with a preface describing the rationale for transforming the mathematics classroom into a sense-making experience with new roles for both student and teacher. The book presents sixth-grade activities that have been infused with an investigative flavor, exploring both traditional and new topics in four areas: (1) patterns in mathematics; (2) number sense; (3) data interpretation; and (4) geometry and spatial sense. Each activity is separated into three sections that help the teacher prepare for, conduct, and follow up on the activity. Margin notes provide additional information on the activities, and on such topics as student self-confidence, evaluation, and grouping. (MDH)

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ED 351 203 SE 053 383

Becker, Jerry P., Ed.; Miwa, Tatsuro, Ed.
The United State-Japan Seminar on Computer Use in School Mathematics. Proceedings. (Honolulu, Hawaii, July 15-19, 1991).
SPONS. AGENCY- Japan Society for the Promotion of Science.; National Science Foundation, Washington, D.C.
PUB DATE- Aug 92
NOTE- 452p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Calculators; *Computer Assisted Instruction; Computers; Computer Software Development; *Computer Uses in Education; *Courseware; *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Functions (Mathematics); Intercultural Communication; Mathematics

ED 351 222          SO 022 322

Connell, R. W.
Citizenship, Social Justice & Curriculum.
PUB DATE- 92
NOTE- 19p.; Paper presented at the International Conference on Sociology of Education (Westhill, United Kingdom, January, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Citizenship; Citizenship Education; Comparative Education; Developed Nations; Educational Philosophy; Educational Policy; Educational Sociology; *Educational Theories; *Elementary School Curriculum; Elementary Secondary Education; *Equal Education; Foreign Countries; International Education; *Justice; *Secondary School Curriculum; Social Theories; Social Values
IDENTIFIERS- *Australia

Equal access to education is not enough to guarantee that all students are receiving the same quality education. Curricular knowledge does not exist value-free; it is affected by the context in which it exists--with teachers, school officials, syllabus committees, and education policymakers, among others, influencing the social process through which students are educated. This paper is concerned with social justice in education, and contends that the curriculum and teachers' work should be given central roles in bringing it about. A model of curricular justice that is based on three principles is proposed. First, in order to prepare all citizens for participation in democracies, social justice requires that a common curricula must be provided to all students. Such an education ideally would involve ungraded and cooperative learning practices in respect to the common curriculum. Second, since the current curriculum embodies the interests of the most advantaged, social justice requires a "counter-hegemonic" curriculum, designed to embody the interests and perspectives of the least advantaged. The third criterion involves the recognition that as well as imparting knowledge, educators engage in a process of producing and reproducing social relationships. This means that "equality" cannot be static; it is always being produced or reproduced in greater or lesser degrees. This criterion of curricular justice involves producing educational strategies that produce greater equality in the whole set of social relationships to which the educational system is linked. A list of 34 references is included. (DB)

ED 351 223          SO 022 331

West, Judy F.; Nixon, Judy C.
Cultural Diversity among American and European Businesspersons.
PUB DATE- 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Business Communication International Conference (November 8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Problems;

ED 351 244 SO 022 458

Palestine. Priority Projects for Educational Development.
PUB DATE- 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Curriculum Development; *Developing Nations; Disabilities; Educational Administration; *Educational Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; Foreign Culture; *International Organizations; Literacy Education; Mathematics Education; Primary Education; Science Education; Staff Development; Teacher Education; Vocational Education
IDENTIFIERS- *Palestine; Palestinians; *UNESCO

This document presents the details of 10 projects concerning the education and training of the Palestinian people that were approved for funding by the Executive Board of UNESCO in October 1990. The objectives, justification, beneficiaries, and costs of each project are listed. The projects involve the following concerns: (1) Development of primary education; (2) Teacher-training development; (3) Science and mathematics curriculum; (4) Feasibility study--curriculum development; (5) Pre-school, literacy and education for the disabled; (6) Health and agriculture manpower development; (7) Community college development; (8) Paramedical, technology and engineering development; (9) Staff development programme; and (10) Improvement of management and planning. (DB)

ED 351 245 SO 022 464

Harris, Louis
Americans and the Arts VI. Nationwide Survey of Public Opinion.
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art; Art Education; *Attitude Measures; Books; Cultural Influences; Elementary Secondary Education; Government Role; Music; *Public Opinion; Surveys; Theater Arts; Visual Arts

This study examines the attitudes individuals have towards the arts and what role the arts play in U.S. life. A survey was designed specifically to examine issues of funding of the arts by government, the role of arts in the education of children, and what effect the current economic recession has had on participation in and attendance at arts events. The research found that a decisive majority of people support government financing of the arts; there is a strong public mandate for including arts in education; and there is evidence that the recession has affected participation in and attendance at arts events. The findings of the study are reported in seven chapters: (1) The public mandate for government financial assistance to the arts; (2) Americans speak out on the place of the arts in education; (3) The public view of the individual artists in America; (4) Participation in and attendance at the arts; (5) The explosion of VCR's; (6) Patterns of book buying; and (7) Patterns of giving to the arts. Thirty-eight tables that convey the survey data are included, as are two appendices-

ED 351 267 SO 022 665

Bjerstedt, Ake; And Others
Enemy Images among University Students in Four Countries: A Cross-National Exploration Using an Associative Technique. Peace Education Miniprints No. 20.
PUB DATE- Sep 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Association Measures; Attitude Measures; College Students; Comparative Education; *Cross Cultural Studies; Educational Research; Foreign Countries; Higher Education; *International Education; Peace; Psychological Studies; Social Bias; Social Science Research; *Stereotypes; *Student Attitudes
IDENTIFIERS- Denmark; *Enemies; Finland; *Peace Education; Sweden; USSR

Since "enemy imgaes" are important ingredients in preparedness for war, they merit study by researchers interested in peace education and in the psychology of peace and war. This study postulates that images of enemy groups, whether they be foreign countries or various subgroups within one's own country, are an important psychological construct to the willingness of persons to support the use of military force or warfare. The study examines the phenomenon of enemy images among university students in four countries--Denmark, Finland, Sweden, and the USSR. The study employed the use of an associative technique in which students were given a verbal stimulus (such as "The United States" or "The Soviet Union) and asked to write all the the words that occurred to them during a two minute period. Seven stimuli were used: the future, avoiding war, enemies of our country, peace, the United States, the Soviet Union, and human rights. The study was conducted during 1988 and 1989. Results included the finding that the attitudes of the university students from the four countries cannot be said to be greatly characterized by negative and stereotyped images of foreign countries or other foreign groups as enemies, or by militaristic attitudes in general. A 32-item list of references is included. (DB)

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ED 351 268 SO 022 666

Aziz, Unku Abdul; Reardon, Betty A.
The UNESCO Prize for Peace Education: Ten Years of Learning for Peace. Peace Education Miniprints, No. 19.
PUB DATE- Sep 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Awards; Elementary Secondary Education; Global Approach; Higher Education; *International Education; International Organizations; *International Programs; *Peace; Role of Education
IDENTIFIERS- *Peace Education; *UNESCO Prize for Peace Education

The UNESCO Prize for Peace Education was established in 1981. The purpose of the award is to honor outstanding contributions to the field of peace education in its most broadly defined sense. In this paper, two members of the international jury for the prize review the recipients of the awards from 1981 to 1991, and thus demonstrate the variety of possibilities for and approaches to educating for peace. (DB)

ED 351 289 SP 034 062

O'Connor, Rollanda; And Others
Collaboration among General and Special Educators: The Influence Teachers Exert on the Process.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Collegiality; *Cooperative Planning; Educational Cooperation; Elementary Education; Mainstreaming; Problem Solving; *Regular and Special Education Relationship; Special Needs Students; *Teacher Influence; *Teamwork
IDENTIFIERS- *Collaborative Teaching

The study described in this paper explored collaboration between elementary regular and special educators who were motivated by a schoolwide commitment to serve children with learning difficulties in the mainstream. All teachers at one school were invited to join in a collaborative problem solving format to handle student reading difficulties in which regular and special educators collaborated in analyzing each child's reading program. The process addressed patterns of reading performance, priorities, potential interventions, intervention selection, and timeliness. Over 6 months, data were collected from four sources: audiotaped collaborative problem solving meetings; taped semi-structured interviews with subjects; classroom observations; and records of students' reading graphs, documented teacher discussions, and intervention plans. Data were analyzed and four assertions developed: (1) teachers who promote academic improvement for all children are most likely to collaborate; (2) collaboration is likely to be ongoing and valued when regular educators take responsibility for the intervention; (3) teachers who can define the learning problem will attempt to solve the problem; and (4) collaboration is likely to continue when it helps maintain balance between needs of individuals and the whole class. Transcripts of collaborative meetings between regular and special education teachers, along with discussion and analysis, comprise most of the paper. (Contains 21 references.) (SM)

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ED 351 290 SP 034 070

Finch, Mary Ellen; Rasch, Kathe
Preparing Preservice Students for Diverse Populations.
PUB DATE- Jun 92
NOTE- 20p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education; Higher Education; Holistic Approach; Multicultural Education; *Preservice Teacher Education; Public Education; Social Influences; *Student Characteristics; *Teacher Education Curriculum; *Teacher Improvement

ED 351 308 SP 034 141

Bacon, Charles S.
Preservice Teachers and At-Risk Students.
PUB DATE- Oct 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Attitude Change; Educationally Disadvantaged; *Field Experience Programs; Higher Education; *High Risk Students; Intermediate Grades; Junior High Schools; Middle Schools; *Preservice Teacher Education; *Student Teacher Attitudes; *Tutoring
IDENTIFIERS- Preservice Teachers

A particularly difficult problem for teacher educators is preparing teachers who both understand and are able to work with students who are educationally disadvantaged, and/or are at-risk academically. Most preservice teachers have little or no contact with these students and therefore never learn how to help them overcome academic deficiencies. Typically, they believe that disadvantaged students are different from conventional students as learners and as people. They believe that the primary task of the teacher is to convey information to students and that they can deal effectively with students while expressing only minimal regard for how these students live outside of the classroom. This paper describes a field experience in which undergraduates (N=9) in a teacher preparation program at an urban university were placed in a middle school and asked to work one-on-one with students who were two or more years behind their peers in reading and/or math. Participants were observed and interviewed; results suggest the preservice teachers found at-risk students to be very much like the more traditional students they had worked with; and they were able to help them acquire some basic academic skills. All interviewees found the experience to be worthwhile and rewarding. (LL)

ED 351 309 SP 034 142

Boothroyd, Roger A.; And Others
What Do Teachers Know about Measurement and How Did They Find Out?
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Grade 7; Grade 8; Grading; Higher Education; Junior High Schools; *Knowledge Level; Mathematics Teachers; Mathematics Tests; *Measurement Techniques; Required Courses; Science Teachers; Science Tests; Student Evaluation; Teacher Certification; Teacher Education; *Teacher Made Tests; *Test Construction; *Test Theory
IDENTIFIERS- *Teacher Knowledge

Given the frequency with which teachers use self-developed tests to evaluate students, and given the paucity of requirements related to developing measurement competencies, some educators and measurement specialists question the adequacy of teachers' training in and knowledge of measurement principles. This study necessary at all organizational levels and across departments, and cultural sensitivity is also important. The advent of a single European market intensifies language needs. Most British school children drop foreign language instruction by age 16, especially in inner cities. To be successful, language learning must be seen as an important and career-relevant activity, and CTCs are seeking to provide models of the approach to language learning required by industry through four strategies: (1) wide choice of languages; (2) instructional use of technology, especially communications technology; (3) vocational rather than academic language courses; and (4) language learning in an international context. Appended materials include case studies exemplifying the CTC models and data supporting the report's conclusions. (MSE)

ED 350 869 FL 020 726

Nagy, William E.; And Others
Cross-Language Transfer of Lexical Knowledge: Bilingual Students' Use of Cognates. Technical Report No. 558.
PUB DATE- Jul 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Bilingual Students; Elementary Education; English (Second Language); Hispanic Americans; *Interlanguage; Language Role; *Reading Comprehension; Reading Strategies; *Spanish; *Transfer of Training; *Vocabulary Development
IDENTIFIERS- *Cognates

A study investigated how Hispanic bilingual students' knowledge of Spanish vocabulary and awareness of Spanish-English cognates influence comprehension of English expository text. The subjects, 74 upper elementary school students literate in both Spanish and English, were tested for vocabulary knowledge in both languages. After reading four expository texts containing English words with Spanish cognates (e.g., English "transform" and Spanish "transformar"), subjects were given a multiple-choice test for understanding of key concepts from the texts. After a brief explanation of the concept of cognates, they were asked to identify words in the text with Spanish cognates. Results indicate the following: (1) the students were aware of cognates and made some use of that knowledge in their English reading; (2) the contribution of Spanish vocabulary knowledge to English reading is not automatic, but depends on the degree of awareness of the languages' cognate relationship; and (3) student knowledge of cognates could be even greater, suggesting that explicit instruction in cognates may be useful. Further research on the nature of student understanding of cognates is recommended. Appended materials include a sample multiple-choice test item, statistical results of the study, a sample passage and related questions, a list of target cognates, and the cognate-circling task. (MSE)

ED 350 870 FL 020 727

James, Mark O.
L2 Writing Fluency: A Pilot Study.
PUB DATE- Mar 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English

(rewarding teaching, assessing outcomes, raising productivity) in higher education and their appropriateness for reinventing higher education so it properly responds to the public's changing needs. Finally, it is proposed that what is needed is a reform movement to make higher education favor and support knowledge to improve society, for improved knowledge of society's needs, and for the courage of learning organizations to engage in continuous change. (Contains 12 references.) (GLR)

ED 350 889 HE 025 865

Richardson, Malcolm, Ed.; And Others
Shaping the New World Order: International Cultural Opportunities and the Private Sector. Edited Proceedings of an International Cultural Forum (Washington, D.C., December 13, 1991).
PUB DATE- 13 Dec 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art; Communications; Cultural Awareness; *Cultural Exchange; Cultural Influences; *Cultural Opportunities; Foreign Students; *Futures (of Society); *Global Approach; Higher Education; Humanities; Intercultural Communication; International Communication; International Educational Exchange; *International Programs; International Relations; International Trade; Mass Media; Politics of Education; *Private Sector
IDENTIFIERS- *New World Order

This publication presents the proceedings of a forum held at the U.S. State Department (Washington, D.C.) on the influence of international cultural opportunities in the new world order taking shape since the demise of Communism. The speeches, introductions, and forum discussions are offered in the order that they occurred over the course of a day. The opening remarks featured First Lady Barbara Bush; Donald J. Hall, Chairman of the President's Committee on the Arts and Humanities; and James H. Evans, Chairman of the International Advisory Group. Then, James H. Billington, Librarian of Congress, discussed "The Importance of the Intellectual and Cultural Dimension in the Emerging Social Order" and Thomas H. Kean, President of Drew University, discussed "Increasing International Understanding through Fellowships, University Linkages and Cultural Exchanges." A panel discussion, moderated by Lynne V. Cheney, considered the private sector and cultural diplomacy through leadership and international experience. The panel featured Henry E. Catto, Richard Francis, Henry Kaufman, Luis Monreal, and George Soros. A second panel, moderated by John E. Frohnmayer, discussed the challenges to American cultural institutions from global changes and featured Maya Angelou, Donald M. Kendall, William H. Luers, Benno C. Schmidt, and James D. Wolfensohn. Next of the agenda was a presentation by David T. Kearns, Deputy Secretary of the U.S. Department of Education. His topic was "Education: Preparation for the Challenges of the New World Order." An evening program included a keynote address by Mexican President Carlos Salinas de Gortari. Included are biographical sketches of speakers, a list of participants, and lists of sponsoring agencies and organizations. (JB)

ED 350 890 HE 025 866

Byrd, Patricia
Funding To Attend Graduate School in the United States: An Update.

participants' knowledge and attitudes before and after the institute, and by administering evaluation questionnaires at the end of each institute. The participants showed a statistically significant change on a knowledge test and on three attitude scales. They also rated the program as a whole very highly. Responses on the follow-up questionnaire indicated that as a result of participating in this program they had developed a stronger sense of the value of incorporating aging in the curriculum, had read more about aging, had incorporated new material in their courses, and had become more involved in aging-related activities. In addition, a large number of participants had maintained contact with distinguished visiting professors and with colleagues from other schools. The program received support from the National Science Foundation. (JB)

ED 350 909 HE 025 886

Murchland, Bernard, Ed.
Higher Education and the Practice of Democratic Politics: A Political Education Reader. Kettering Political Education Series.
PUB DATE- 91
NOTE- 259p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; Citizenship; *Citizenship Education; Citizenship Responsibility; Civics; *College Role; Colleges; Curriculum; *Democracy; Democratic Values; Higher Education; Philosophy; Political Attitudes; Political Socialization; Role of Education

This book is a collection of essays on political education for democratic citizenship in higher education developed out of meetings over 5 years of a small group of faculty, administrators and students who gathered to discuss the way academia was educating young people for political responsibility. Following a foreword and an introduction by Bernard Murchland, the 21 papers are: "Democracy in America: Bringing It All Back Home" (J. Peter Euben); "Strengthening Citizenship" (Robert B. Woyach); "The People Shall Rule" (Sara M. Evans and Harry C. Boyte); "The Nature and Nurture of Public Life" (Parker Palmer); "Civic Intelligence" (David Mathews); "The Public Realm" (Hannah Arendt); "The Primacy of Political Education" (Amy Gutmann); "Civic Education and the Liberal State" (William Galston); "A Renewal of Civic Philosophy" (William Sullivan); "On Participation" (Hanna Fenichel Pitkin and Sara M. Shumer); "Toward a Cultural Democracy" (Manuel Ramirez and Alfredo Castaneda): "Democracy, Deliberation, and the Experience of Women" (Jane Mansbridge); "The New Cultural Politics of Difference" (Cornel West); "The Civic Mission of the University" (Benjamin R. Barber); "The Liberal Arts and Civic Education" (Ralph Ketcham); "Embracing Diversity as a Central Campus Goal" (Daryl G. Smith); "Civic Education, Liberal Education, and Democracy" (J. Donald Moon); "Education, Autonomy, and Civic Virtue" (Richard Dagger); "Some Reflections on Civic Education and the Curriculum" (Elizabeth K. Minnich); "The Difficult Dialogue of Curriculum Transformation" (Johnnella E. Butler); and "Critical Pedagogy and the New Politics of Cultural Difference" (Henry A. Giroux).

ED 350 910 HE 025 887

Garland, Peter H.

drinking and its consequences. The paper also discusses demographics and student attitudes (religion, gender differences, and children of alcoholics), and college students at high risk. The second section describes what colleges and universities are doing to deal with the alcohol problem, specifically campus regulations (permissible activity, places and times, regulating drunkenness, conditions of use, college newspaper advertising, sponsorship of events, attitudes toward regulation, campus culture, and enforcement dilemmas). This section also describes treatment offerings, education efforts, and programs and policies. Final sections describe campus organization and coordination, resources, and long-term financing for campus alcohol activities and programs. A final summary emphasizes the grave nature of the problem, the fact that steps can be taken to diminish the problem, and the urgency with which institutions must respond. Over 200 footnotes cite references throughout. (JB)

ED 350 929 HE 025 907

Analysis of Faculty Salaries: A Comparison of The University of Maryland at College Park with AAU Public and Private and Designated Peer Universities: Fall 1990.
PUB DATE- Sep 90
NOTE- 28p.; For the June 1992 analysis, see HE 025 908.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Comparative Analysis; Contract Salaries; Higher Education; Institutional Research; *Private Colleges; *Public Colleges; *Salary Wage Differentials; Sex Differences; State Universities; *Teacher Salaries
IDENTIFIERS- *University of Maryland College Park

A study compared faculty salaries at the University of Maryland at College Park (UMCP) with those at other institutions. The data were drawn from the fiscal year 1991 Integrated Postsecondary Education Data System survey, "Salary, Tenure, and Fringe Benefits of Full-Time Instructional Faculty", and the data for UMCP were compared with data for 33 public and private member institutions of the Association of American Universities (AAU) and also with data from 9 "designated peer" institutions. Average salaries were computed for each institution by academic rank, type of contract (9- or 12-month), and gender. Results indicated that at most institutions, the 9-month contract is more common than the 12-month contract. It was also found that at all three faculty ranks, UMCP reported lower average salaries for the 9-month contract than for the adjusted 12-month contract. In addition, at all institutions with two exceptions, male instructional faculty had higher average salaries than did female faculty at each academic rank. UMCP's percentage difference fell below the mean percentage difference at all three ranks. The study notes that the results should be interpreted with caution because several important variables that help explain salary differences are not controlled. Included are 10 tables in an appendix. (JB)

ED 350 930 HE 025 908

Analysis of Faculty Salaries: A Comparison of the University of Maryland at College Park with AAU Public and Private and Designated Peer Universities: Fall 1991.
PUB DATE- Jun 92

nine chapters divided into three parts. Part 1, "What Vision is and Why It Matters," contains two chapters, which define vision, explain why it is important and show how it is different from missions, goals and strategies. Part 2, "Developing the Vision," described the mechanics of the vision-forming process by presenting a case study of a pet food manufacturer that is discussed in all four chapters of this part, i.e., chapter 3 introduces the case study; chapter 4 presents guidelines for developing the scope of the vision; chapter 5 follows with a discussion of how to think about the future of the organization in a systematic fashion; and chapter 6 shows how to formulate alternative visions and then how to pick the one that is right for the organization and all its constituencies. The three chapters of part 3 discuss the process of implementing the vision: chapter 7 focuses on how to translate the vision into reality, and chapters 8 and 9 summarize the lessons of the book. The appendix illustrates how the process of developing vision can be applied to a typical government agency. Included are an index and 55 references. (JB)

ED 350 949          HE 025 927

Anderson, Martin
Impostors in the Temple.
PUB DATE- 92
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Rank (Professional); *College Instruction; Departments; Educational Finance; *Educational Malpractice; Governing Boards; Graduate Study; *Higher Education; *Integrity; Intellectual Disciplines; Politics of Education; Research; Teaching Assistants; Tenure; Trend Analysis
IDENTIFIERS- *Academicians; Academic Professions; *Intellectuals

This book offers a critique of intellectuals in U.S. colleges and universities and the consequent decline in the quality of higher education and suggests solutions. Chapter 1, "Two Intellectual Classes," defines the professional intellectuals; writers and editors who work for the mass media, large publishing houses and think tanks; and academic intellectuals, who, it is argued, pretend to teach and pretend to do original important scholarship. Chapter 2, "Academe," describes recent changes in higher education focusing particularly on the financial changes that have "converted institutions into sophisticated megabusiness machines." Chapter 3, "Children Teaching Children," describes the studied neglect by professors of the teaching of students, and suggests ways to produce more teachers. Chapter 4, "The Glass Bead Game," looks at scholarship, publications and the tenure process. Chapter 5, "Hubris," offers an explanation for the ills described in the earlier chapters, ills that are centered on the human weakness of unchecked intellectual arrogance. Chapter 6, "Culprits and Solutions," examines the role of governing boards, trustees, overseers, and regents in the decline in academe as suggests 10 concrete changes to restore integrity to higher education. Included is an appendix listing the members of governing boards at 10 colleges and universities, an index, and extensive sources for each chapter. (JB)

ED 350 950          HE 025 928

Fischer, Richard B.; And Others
Students of the Third Age. University/College Programs for

deans and administrators. The results indicate that people in the university community tend to favor a balance between research and undergraduate teaching. In contrast, respondents reported that the "university" places greater emphasis on research than on teaching. Differences in the way respondents perceived the direction the university is taking and the direction it should take suggested a conflict between the culture of the university and the values of individuals. Open-ended comments about the tension between teaching and research primarily focused on the reward system, which heavily favors research, distribution of resources, and the campus culture. Included are extensive tables and figures displaying the results and 19 references. (JB)

ED 350 968 HE 025 947

Robinson, Jennifer
International Students and American University Culture:
  Adjustment Issues.
PUB DATE- 16 Oct 92
NOTE- 22p.; Paper presented at the Washington Area Teachers of
  English to Speakers of Other Languages (WATESOL) Annual
  Convention (Arlington, VA, October 16, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Context; *Cultural Differences; Cultural
  Traits; Democratic Values; *Educational Environment;
  *Educational Practices; *Foreign Students; *Higher Education;
  Intercultural Communication; Social Values; Student Adjustment;
  *Values
IDENTIFIERS- *United States

This paper discusses two types of adjustments that foreign students face when they encounter university culture in the United States. The central section lists and describes four key groups of underlying principles, values, and practices in American education and discusses the reasons why these may be difficult for foreign students to understand. A discussion of the role of the first group, "individualism and competition," and its influence on grading and classroom interaction and learning notes that these qualities may be difficult for students from cultures that emphasize the group over individual experience. The prevalence of attitudes from the second group, "equality and informality" on U.S. campuses is discussed next, with attention to the way these values influence personal relations. The third group is "pragmatism and reasoning style," and it is pointed out that the U.S. emphasis on practicality and directness inclines American students toward "doing" rather than "being," and make them time- rather than process-oriented. These qualities also form American notions of learning as an open-ended pursuit in which both teachers and students are engaged and in which critical thinking skills are valued, ideas which may be difficult for students with strong oral traditions that place a high value on memorization as a key learning tool. The final value group has to do with the U.S. philosophy of education, which may introduce problems with plagiarism and concepts of knowledge ownership, as well as with the view that the final function of education is to produce well-rounded citizens. The paper closes by discussing implications for teaching and suggests seven possible classroom activities for teaching American culture. Contains 27 references. (JB)

ED 350 969 HE 025 948

University and is directly connected to both Internet and Bitnet. This paper describes the separate mailing lists used by the project for different aspects of its work, i.e., the RESPONSE List; the KIDCAFE List; the KIDS-92 list; the KIDPLAN list; and the KIDPEACE list. KIDLINK in time of war during the Gulf War and KIDLINK in time of peace are compared, and many examples of messages sent by children and a graph of the volume of messages sent by children from January 1991 to March 1992 are appended. It is noted that KIDS-91 had 2,600 participating children from 31 countries. (ALF)

ED 350 986 IR 015 797

Management of NSFNET. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology, U.S. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 12 Mar 92
NOTE- 190p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Networks; Corporate Support; Educational Research; *Federal Legislation; *Government Role; Information Needs; Information Networks; National Programs; Private Sector; Public Policy; Public Sector; *Telecommunications
IDENTIFIERS- High Performance Computing Act 1991; Internet; *National Research and Education Network; National Science Foundation; *Network Management (Computers)

The Science Subcommittee began its oversight of the implementation of the High-Performance Computing Act of 1991 by focusing on the establishment of the National Research and Education Network (NREN), which will evolve out of the current internet, the National Science Foundation's (NSF) NSFNET. The policy issues under discussion were: providing a level playing field for network services providers; ensuring that the network is responsive to user needs; providing for effective network management; determining the level of consultation that has occurred between the NSF, the network user, and provider communities during the course of developing the policies for governance and operation of the NSFNET backbone; and moving toward the long-term vision for the NREN, including the appropriate roles of the public and private sectors. Included in the hearing report are statements from Bob Traxler and Jerry F. Costello of the House Subcommittee on Science and testimony from the following witnesses: Eric Hood, Federation of American Research Networks and Northwestnet, Inc.; Douglas E. Van Houweling, Merit Network, Inc. and the University of Michigan, Ann Arbor; Mitchell Kapor, Commercial Internet Exchange Association and Electronic Frontier Foundation; Michael M. Roberts, Educom; William L. Schrader, Performance Systems International, Inc. Also included are a statement by A. Nico Habermann and Stephen S. Wolff, National Science Foundation; the Subcommittee and Full Committee markups of H.R. 5344, Amendment to the NSF Act of 1950; and an additional statement submitted for the record by E. Michael Staman, CICNet. (ALF)

ED 350 987 IR 015 798

Knapper, Christopher
Audio-Teleconferencing in Distance Education: The Waterloo Experience.
PUB DATE- Jul 90
NOTE- 12p.; Notes for a presentation at the Commonwealth of Learning Conference on the Future of Distance Education

curriculum, didactics, system analyses, modelling, software engineering, and graphic design. Each expert specifies, develops, tests, and revises the knowledge components of his/her own domain of expertise. The experts then meet together at discussion sessions to coordinate activities and evaluate the integrated prototype. Important phenomena of the model are: dynamic specifications, the use of fast prototyping techniques, object-oriented coding techniques, and adaptability. Four production stages are described: the initial specification phase, the prototyping cycle, the field test cycle; and the implementation cycle. A table displays the knowledge structures required for the production of educational simulations and four figures illustrate various phases of the production of a simulation environment. (Contains 30 references.) (Author/ALF)

ED 351 005 IR 015 822

D'Azevedo, R. Charters
Transeuropean Networks for Education and Training: Towards Systems and Services for Effective Educational Networking in the European Community.
PUB DATE- 28 Nov 91
NOTE- 8p.; Paper presented at the Seminar on Trans European Networking of Universities in Continuing Engineering Education (Leuven, Belgium, November 28-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Continuing Education; Diffusion (Communication); *Distance Education; Foreign Countries; *Industrial Training; Information Networks; Information Technology; Information Transfer; *International Programs; *Labor Force Development; Postsecondary Education; School Community Relationship
IDENTIFIERS- *European Community

This paper takes the position that the completion of the Internal Market Programme of the European Community will require free movement of persons, goods, capital, and services, which, in turn, will require a service infrastructure that enables fast and reliable flows between the Member States. The paper begins by explaining the rationale and overall objectives of the Transeuropean Networks at the Community level with emphasis on the university sector and its potential partners, the added value of the linking effect between the training resources inside the Community in terms of networks, and networked training activities as a valuable means of technology and knowledge transfer across the Community. It is noted that the skills, versatility, and performance of the present and future workforce will be key factors in making the internal market work fully as from January 1993, and three current joint trans-European partnerships in the field of initial and advanced continuing training--COMETT, LINGUA, and ERASMUS--are discussed. The main model that has been developed is analyzed, showing that its main nucleus remains the university structures with other universities or industries as potential variables. The paper concludes with discussions of three networking formats and their role in the development of European Community programs: (1) networks among partners used to complete a training project; (2) information exchange networks; and (3) telematic networks for open distance learning. (Contains 8 references.) (ALF)

Research and Development of Educational Innovation in South and South-East Europe.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); Audiovisual Aids; *Change Strategies; Elementary Secondary Education; Foreign Countries; *Learning Resources Centers; Media Specialists; Professional Training; *School Libraries
IDENTIFIERS- Hungary; Yugoslavia (Croatia); Yugoslavia (Serbia)

This report presents case studies of the role of school libraries and their transformation into school media centers in elementary and secondary schools in Serbia, Croatia, and Hungary. It is noted that the school media center is not conceived of as a simple mechanism for storing books and audiovisual aids, but as an active center for self-directed learning and innovative student-teacher relations. The studies were submitted in response to an invitation from the Unesco-supported Programme of Cooperation in Research and Development for Educational Innovation in South and South-East Europe. The Serbian study focuses on the transformation of school libraries in four primary schools. The study from Croatia describes the factors that prompted the establishment of resource centers and the standards established in this field. The library resource centers of two secondary schools, one for civil engineering and architecture and the other for medical workers, are described in detail. The structure, general policy, and use of the resource center by small groups and classes are discussed, together with the role and work of the library, user training, and effectiveness. The Hungarian study emphasizes the spreading transformation of school libraries into resource centers. A guidebook was prepared in 1987 to promote this transformation, but data included in the study indicate that the transformation has not yet become general. Because the poor Hungarian economy makes acquisition of special equipment difficult, the emphasis must be on good pedagogy. Taken together, the three studies lead to the following conclusions: (1) an increasing number of schools are reaching the point that they have enough audiovisual material to require processing and services; (2) the transformation of school libraries into resource centers is a relatively short process that includes the centralization of printed and non-printed materials in the library, processing, and establishing the school's centralized databank; and (3) the success of the media center depends on changing the attitudes of all people participating in the teaching-learning process, and changing attitudes is time-consuming. (KRN)

ED 351 024 IR 054 219

High Definition Information Systems. Report Prepared by the Subcommittee on Technology and Competitiveness Transmitted to the Committee on Science, Space, and Technology. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- Jul 92
NOTE- 31p.; Serial N. For a related hearing report, see ED 338 207.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business; *Competition; Computers; *Federal Regulation; Futures (of Society); *Government Role; Information Networks; *Technological Advancement; *Telecommunications;

This booklet covers the development of Unesco's General Information Program (PGI), which was created in 1977 to insure a coherent development of Unesco's work in the areas of scientific and technological information, documentation, libraries, and archives. A description of the history of the organization and its predecessors, the structure of the program, and methods of execution opens the report and is followed by a review of the organization's major results and achievements. The first area of accomplishment, presented under the heading, "Improvement of Access to Information: Modern Technologies, Standardization, and Interconnection of Information Systems," provides information in the following areas: (1) the development of tools for the processing and transfer of information, such as standards for information transfer, bibliographic control, and a system for the registration of serial publications; (2) the development and use of data bases through the application of modern technologies and normative tools; and (3) the exchange and flow of information through regional and international cooperation among member states and with the organizations of the United Nations system. The second area of accomplishment is described under the heading, "Infrastructures, Policies and Training Required for the Processing and Dissemination of Information." It contains information about the development of national information policies and infrastructures and the training of information personnel and users. Also included are brief descriptions of the organization's operational activities; human and financial resources; relationship of the program with other international agencies; results of evaluation efforts undertaken; and difficulties and shortfalls encountered. (KRN)

ED 351 040 IR 054 244

Khouw, Petta; And Others
County by County in Ohio Genealogy.
PUB DATE- 92
NOTE- 235p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Census Figures; Death; *Family History; *Genealogy; *Information Sources; Library Collections; Library Services; Local History; Marriage; State History; State Libraries
IDENTIFIERS- *Ohio; Vital Statistics

This comprehensive sourcebook and bibliography lists Ohio genealogical materials available at the State Library of Ohio for each county in the state. It serves as a guide to Ohio genealogical resources, including 14,000 volumes and 15,000 microforms in the non-circulating genealogy collection. The library's genealogy collection consists of a broad spectrum of resources including census microfilms and indexes; cemetery, death, and marriage records; family, church and Bible records; and county histories. Statewide genealogical sources are also listed, including research and resource guides, cemetery directories, census statistics, geographical information, land development, military history, and early tax records. While the strongest component of the collection is the Ohio materials, there is some additional coverage for the 17 states that preceded Ohio into statehood, in particular, Virginia, Maryland, Kentucky, and Pennsylvania. For patrons unable to visit the library, the department offers limited research service via correspondence. (KRN)

ED 351 041 IR 054 247

DESCRIPTORS- Comparative Analysis; *Instructional Effectiveness; Nursing Education; Questionnaires; School Surveys; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teaching Styles; Technical Education; Two Year Colleges
IDENTIFIERS- *Humber College ON

A study was conducted at Humber College of Applied Arts and Technology, in Ontario, Canada, to determine student and faculty perceptions of teacher effectiveness. Discussions with 10 nursing students identified 7 factors contributing to teacher effectiveness. A questionnaire, asking respondents to rank these seven characteristics, was distributed to nursing students, technology students, and full-time faculty in both fields. Fifty questionnaires were sent to each of the four groups. A total of 138 usable surveys were received from 40 nursing students, 40 nursing faculty, 37 technology students, and 21 technology faculty. Study findings included the following: (1) considering input from all respondents, "knowledge of subject matter" was ranked first in importance, although students in both nursing and technology ranked this factor higher than faculty; (2) "effective communication" was ranked second, although nursing students ranked the importance of this factor lower than faculty in both groups; (3) the factor ranked third by respondents was "well organized material," with nursing students ranking this factor higher than faculty in either group; (4) "ability to motivate" and "ability to inspire" were tied for fourth place in terms of importance to teacher effectiveness; (5) "friendly and open" demeanor was ranked sixth by respondents, with technology students rating this factor slightly higher in importance than nursing students; and (6) "classroom control" was ranked last, with no differences found between any of the groups. A literature review, data tables, and the survey instrument are included. (PAA)

ED 351 057 JC 920 533

Thommen, John D.
Using Testbanking To Implement Classroom Management/Extension through the Use of Computers.
PUB DATE- 6 Nov 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Testing; Classroom Techniques; Community Colleges; *Computer Assisted Testing; Computer Software; Computer Software Selection; Computer Uses in Education; *Item Banks; *Test Construction; *Testing; Test Items; Tests; Two Year Colleges

Testbanking provides teachers with an effective, low-cost, time-saving opportunity to improve the testing aspect of their classes. Testbanking, which involves the use of a testbank program and a computer, allows teachers to develop and generate tests and test-forms with a minimum of effort. Teachers who test using true and false, multiple choice, matching, and short answer fill-in-the-blank formats benefit the most from testbanking. First, a teacher identifies particular instructional goals, course modules, learning objectives, or student behaviors; develops questions to test learning in these areas; and then inputs this information into the computer. When a test needs to be produced, the instructor tells the testbank

Community Colleges; Construction Costs; *Educational Demand; Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; *Enrollment Projections; Long Range Planning; Multicampus Districts; Program Descriptions; Program Proposals; *School Construction; *School Expansion; Two Year Colleges

IDENTIFIERS- Allan Hancock Joint Community College District CA; *California Community Colleges; Los Rios Community College District CA

From 1990 to 2005, student enrollment in the California Community Colleges (CCC) is expected to grow from 1,500,000 to 2 million. The Board of Governors of the CCC has adopted a long-range, capital outlay growth plan for this period, anticipating that six existing campus centers will become full-service campuses; 31 new centers will be established, 8 of which will become full-service campuses; and 1 center will be developed to serve adjacent territories in three districts. The California Education Code stipulates that to establish new colleges or educational centers, a community college district must prepare a proposal which contains an assessment of needs and preferences; identification of objectives; and analysis of alternative delivery systems. Following a brief introduction, this report presents two proposals: one for the construction of a fourth college, Folsom Lake College (FLC), to serve the eastern part of the Los Rios Community College District; and one for the construction a new center, Lompoc Valley Center (LVC), to serve the Lompoc Valley area of the Allan Hancock Joint Community College District. The following sections are included in the proposals: (1) background; (2) analysis of regional and community characteristics; (3) enrollment projections; (4) effects on nearby secondary and postsecondary institutions (FLC proposal only); (5) community support; (6) residents' preferences for community college programs and services (FLC proposal only); (7) labor market requirements (FLC proposal only); (8) programs and services; (9) analysis of alternative delivery systems; and (10) summary and conclusions. Both proposals include appendixes that contain relevant statistical data. (PAA)

ED 351 073 JC 920 551

Walters, Judy E.; Fetler, Mark E.

Accountability: Commitment to Quality. A Report.

PUB DATE- Nov 92

NOTE- 32p.; Discussed as agenda item 5 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, November 12-13, 1992). For related documents, see ED 337 224, and JC 920 539.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accountability; College Outcomes Assessment; Community Colleges; Cost Effectiveness; Educational Finance; Educational Legislation; *Educational Quality; *Financial Policy; *Management Information Systems; Participant Satisfaction; Program Development; *School Effectiveness; School Statistics; School Surveys; State School District Relationship; *Statewide Planning; Two Year Colleges

IDENTIFIERS- Assembly Bill 1725 (California 1989); *California Community Colleges

California Assembly Bill (AB) 1725 requires the California Community Colleges (CCC) to develop and implement a comprehensive educational and fiscal accountability system,

Needs; *Salaries; School Surveys; Two Year Colleges; *Vocational Education; Vocational Interests
IDENTIFIERS- *Johnson County Community College KS

Johnson County Community College (JCCC), in Kansas, offers formal career programs for 12 of the 20 fastest growing occupations requiring postsecondary training, and for 13 of the 30 occupations projected to be the fastest growing between 1990 and 2005. Following an introduction to general trends and data sources, this guide presents profiles of the outlook for particular careers. Employment and salary projections for the greater Kansas city area, the state of Kansas, and the nation, as well as salary and placement information for JCCC program completers (where appropriate) are provided for the following 39 occupations: accounting; administration of justice/law enforcement; automotive body repair technology; automotive technology; aviation maintenance technology; business entrepreneurship; carpentry technology; chef apprentice; civil engineering technology; commercial art; construction management; data processing; dental hygiene; drafting technology; electronics engineering technology; emergency medical science; fashion merchandising; fire science; health information technology; heating, ventilating, and air conditioning technology; hospitality management; industrial programmable controls; interior merchandising; interpreter training; marketing and management; metal fabrication; nursing; occupational therapy assistant; office automation technology; office careers; paralegal; physical therapy assistant; printing technology; radiologic technology; respiratory therapy; sales and customer relations; turf management; veterinary technology; and welding technology. The guide concludes with brief profiles of four JCCC programs for which minimal outlook data are available. (MAB)

ED 351 090 JC 920 578

Revisions to Disabled Student Programs and Services (DSPS) Regulations.
PUB DATE- Nov 92
NOTE- 20p.; Attachment E of the California Community Colleges Board of Governors Actions, Volume VII, Number 6, November 12-13, 1992, p. 11-28.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communication Disorders; Community Colleges; *Definitions; *Disabilities; *Educational Legislation; Educational Policy; Guidelines; *Learning Disabilities; Policy Formation; *Special Needs Students; State Action; *State Standards; Statewide Planning; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

Addressing the California legislative provisions dealing with community college districts' support services or instruction offered through Disabled Student Programs and Services (DSPS), this report presents the specific amendments, additions, and repeals to Sections 56000 through 56076 of Subchapter 1 of Chapter 7 of Division 6 of Title 5 of the California Code of Regulations. Changes to the following areas are included: (1) the "Scope of the Chapter" of the legislation; (2) the definition of "Student with a Disability"; (3) the definition of "Educational Limitation"; (4) the definition of "Support Services or Instruction"; (5) "Determination of Eligibility"; (6) "Student Rights"; (7) "Student Responsibilities"; (8) "Availability of Services"; (9) "Student Educational Contract";

while making crafts can be emphasized by specific praise. (AC)

ED 351 108 PS 020 751

Goldsmith, Ellen
Translations and Transformations: From Training to Implementation.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Reading Programs; Day Care; Early Childhood Education; Family Programs; Literary Genres; Parent Child Relationship; Parent Teacher Cooperation; Participant Satisfaction; *Preschool Teachers; Program Descriptions; Program Evaluation; *Reading Instruction; *Reading Strategies; *Teacher Workshops
IDENTIFIERS- *Literacy Through Love; New York (East Harlem)

Teachers from eight East Harlem (New York) day care centers were trained in a program called Literacy Through Love, that was designed to prepare day care center teachers to initiate family reading workshops at their centers. The five-session training program focused on stories, folktales, nonfiction, wordless picture books, and poetry. Each session dealt with a different kind of book, a different reading strategy, and a reading from an adult selection. Teachers were asked to "try out" workshop books at home with one child and in their classes with their students. Records were kept about the readings and children's reactions to them, both at home and in class. Participants reported on their at-home reading experiences during the training sessions. The participants felt that they benefitted from learning the reading strategies, discovering new books, and becoming aware of different genres and their value. To investigate how teachers adapted and implemented the training model and materials in their own workshops, observers attended two of the four workshops subsequently offered at each day care site. They found that teachers did an excellent job with introductory activities and reporting on the reading at home, but underplayed the presentation of reading strategies and practice for parents. The workshops led parents and teachers to view each other in new ways. Teachers noted a variety of factors that affected their implementation of the workshops. (AC)

ED 351 109 PS 020 754

Lewis, P. D. A.
Off to a Good Start. Ways of Working with Parents Pre and Post School Entry.
PUB DATE- 92
NOTE- 12p.; Paper presented at the Meeting of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Foreign Countries; *Parent Attitudes; *Parent School Relationship; *Preschool Children; *School Entrance Age; *Student Adjustment;

teaching their children, and teachers often become upset or frustrated when parents fail to perform according to the teachers' expectations. Teachers frequently blame themselves or the parents for failing in their duties. To reduce this stressful situation, teachers need to consider the amount and kinds of pressures and problems that individual parents face and to design programs that will meet parents' needs. For parents experiencing a great deal of stress, it may be necessary to provide more activities geared to parental support needs, such as field trips, as well as educational programs geared toward their children. Once a variety of program activities geared to parental support and involvement in children's education are offered, parents can select the activities in which they are interested and in which they feel ready to participate. Neither teachers nor parents need to feel any failure if parents participate only in support activities. Rather, both teachers and parents can feel successful. The feeling of success results in stress reduction, which benefits the children involved. (MDM)

ED 351 129 PS 020 867

Meade, Anne; Dalli, Carmen
Review of the Early Childhood Sector.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Accreditation (Institutions); Budgets; *Day Care Centers; *Educational Policy; Educational Quality; Financial Support; Foreign Countries; *Government Role; *Indigenous Populations; Kindergarten; Minority Groups; *Preschool Education; Teacher Education; Young Children
IDENTIFIERS- *Day Care Regulations; Maori (People); *New Zealand (Aotearoa)

This review chapter summarizes developments in early childhood care and education in New Zealand in 1991, focusing on government actions affecting the field. Initial discussion covers the revised guidelines for obtaining charters, or accreditation, for child care centers and service providers. It is maintained that these guidelines fail to address services for children from different cultural backgrounds, specifically aboriginal Maori children. Four governmental reviews of the early childhood sector are then discussed. These reviews cover: (1) aspects of the Education (Early Childhood Centres) Regulations of 1990 that relate to property; (2) funding of early childhood care and education under the 1991 national budget; (3) staffing, training, and qualifications; and (4) the Early Childhood Development Unit. The paper is critical of the fact that the 1991 budget called for less stringent qualifications of early childhood staff; reduced funds for in-service training and advisory support; noncompulsory registration of kindergarten teachers; and staff-to-child ratio for children under 2 years of age in mixed-age group centers of 1:5 instead of the previous ratio of 1:4. These and other governmental decisions in 1991 threatened efforts to achieve excellence in early childhood care and education. Contains 30 references. (MDM)

ED 351 130 PS 020 868

Brandes, Aaron

*Mixed Age Groups
  A confusing variety of terms is used in discussions of age grouping practices. This digest examines terms that have important implications for teaching and the curriculum. The terms "nongraded" and "ungraded" typically refer to grouping children in classes without grade-level designations and with more than a 1-year age span. The term "combined classes" refers to the inclusion of more than one grade level in a classroom. The term "continuous progress" generally implies that children remain with their classroom peers in an age cohort regardless of whether they have met prespecified grade-level achievement expectations. The terms "mixed-age" and "multi-age grouping" refer to grouping children so that the age span of the class is greater than 1 year, as in the nongraded or ungraded approach. These terms are used to emphasize the goal of using teaching practices that maximize the benefits of cooperation among children of various ages. The distinctions between the grouping practices have significant implications for practice. The ungraded approach acknowledges that age is a crude indicator of children's readiness to learn. Mixed-age grouping takes advantage of children's heterogeneous experiences. Research indicates that, in spite of its risks, the potential advantages of mixed-age grouping outweigh its disadvantages. (BC)

ED 351 149          PS 020 939

Swick, Kevin J.
Teacher-Parent Partnerships. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; *Family School Relationship; *Parent Participation; Parent Role; *Parent Teacher Cooperation; School Community Relationship; Teacher Characteristics; *Teacher Role
IDENTIFIERS- ERIC Digests; *Parent Characteristics; *Partnerships in Education
  Research provides insight into parent attributes that support partnerships with teachers. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, positive self-image, personal competence, and effective interpersonal skills. Researchers have cited positive attitudes, continuous teacher training, involvement in professional growth, and personal competence as teacher attributes related to successful parent involvement. Parenting roles that support teacher-parent partnerships include those of learning, supporting, and decision making. Teacher roles critical to the partnership process include support, education, and guidance. Strategies that engage parents and teachers in collaborative roles include home visits, conferences, parent centers, telecommunication, parent involvement in the classroom, participatory decision making, parent education programs, home learning activities, and family-school networking. Family-centered schools need to be involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum that promotes a shared learning process among children, parents, and teachers. A family-centered focus must also become a part of the community's fabric. (BC)

more pronounced. FAS adolescents and adults exhibit deficits in interpersonal relationships, immature social skills, confusing and nonproductive communication, poor daily living skills, and attention deficits. Easily influenced and excessively friendly, FAS persons are often exploited. No one documented to date has been capable of living a fully independent life. Adolescents may display inappropriate sexual behavior; isolation; loneliness; depression; and inappropriate expectations for work, school, and independence. FAS adolescents and adults have many unmet needs: adequate sheltered living and work experiences for all (not just the mentally retarded); realistic goals and expectations; structure in every aspect of life; respite care for caretakers; individual and family counseling and support groups; lifelong case management that encompasses legal and financial issues, academic and vocational training, occupational counseling and guidance, and psychosocial and developmental evaluation; and FAS inservice education for professionals. American Indians have a higher incidence of FAS than other populations. Tribes must develop community strategies for prevention or face the death of Indian Country. (SV)

ED 351 168 RC 018 846

Bert, Cynthia Rowntree Greene; Bert, Minnie
The Native American: An Exceptionality in Education and Counseling.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Classroom Techniques; *Cognitive Style; *Counseling; *Cultural Differences; Elementary Secondary Education; Learning Disabilities; *Special Education; Substance Abuse; *Vocational Education
IDENTIFIERS- *Native Americans

Aimed at professionals and community members interested in program development, this paper presents an overview of issues in Native American education and counseling. A section on culture discusses similarities among Native world views and social behavior that are at odds with White values and behaviors. A section on Native American education points out the bias of schools that ignore Native attitudes and learning styles, and makes suggestions for culturally relevant teaching methods, evaluation methods, and classroom techniques. A section on special education discusses three methods of teaching content reading that have been successful among Native Americans with reading difficulties, problems related to differences among government agencies in definitions of learning disabilities, and the mistaken identification among Indian children of learning disabilities that are actually learning style differences. Other sections focus on vocational education and counseling; the importance for job success of task-related social behaviors, communications skills, and decision-making skills; dropouts; substance abuse among Native American youth, dysfunctional behaviors, and dysfunctional families; and individual, group, and family counseling for Native American substance abusers. This paper contains 63 references. (SV)

ED 351 169 RC 018 848

interview, a think-aloud solving of the problem, and a retrospective report of the solving course. Results indicate that 13 of the 14 solving courses were meaningful. Four of the 13 meaningful solutions were correct. However, two of these four correct solutions were embedded in nonscientific conceptual knowledge about air pressure. (Contains 13 references.) (PR)

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ED 351 186          SE 052 403

Geddis, Arthur N.
What To Do about "Misconceptions"--A Paradigm Shift.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Constructivism (Learning); Learning Theories; *Misconceptions; Physics; *Science Education; Science Instruction; *Scientific Concepts; Secondary Education
IDENTIFIERS- Wave Theory

This use of the term "student's misconceptions" reflects a knowledge transmission view of teaching rather than a constructivist view. Among science educators there has been an undue emphasis on changing student views into views accepted by the scientific community. This overemphasis mirrors the preoccupation with transmitting the "right answer" found in many classrooms and deflects attention away from the origin and justification of scientific views. There are three central factors in helping students move from their common sense methodology to a scientific one. First, students need to be skeptical about what seems evident. Second, they need opportunities to imagine alternative possibilities. And third, they need practice in employing some of the criteria used in science to validate their alternative ideas. A case study of the teaching of waves to high school students in an introductory physics course demonstrates how the origin and justification of the scientific concept of a wave can be focused within a constructivist perspective of science teaching. (Contains 28 references.) (PR)

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ED 351 187          SE 052 952

Narum, Jeanne L., Ed.
What Works: Building Natural Science Communities. A Plan for Strengthening Undergraduate Science and Mathematics. Volume One.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 119p.; For Volume 2, see SE 052 953.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Teaching; *Constructivism (Learning); Educational Change; Females; *General Education; Higher Education; Liberal Arts; *Mathematics Education; Minority Groups; *Science Curriculum; *Science Education; Science Instruction; Science Laboratories; Science Programs; Science Teachers; Scientific Literacy; *Undergraduate Study

Education; *Mathematics Instruction; Problem Solving; Science and Society; Student Behavior; Visualization
IDENTIFIERS- Computer Plotters; *Graphing (Mathematics); Japan; *Mathematics Education Research

The purpose of a seminar attended by mathematics educators from the United States and Japan was to explore ways that use of technology in teaching problem solving can improve student learning. The following presentations were made: (1) "A Report of U.S.-Japan Cross-cultural Research on Students' Problem-Solving Behavior," (T. Miwa and T. Fujii); "Results of U.S.-Japan Cross-cultural Research on Students' Problem-Solving Behaviors" (J. Becker); (3) "An Overview of Computer Use for Mathematical Problem Solving in Japanese Schools" (T. Miwa); (4) "Calculators, Computers, and Algebra" (J. Fey); (5) "Using Construction Programs in the Teaching of Geometry" (J. Choate); (6) "On the use of Software in Mathematics Classrooms in Japan" (Y. Sugiyama, T. Kaji, and Y. Shimizu); (7) "Graphing in the K-12 Curriculum: The Impact of the Graphing Calculator" (F. Demana); (8) "A Study of Problem Solving with Cabri-Geometry in Secondary School Mathematics" (N. Nohda); (9) "Some Examples of Mathematics Instructional Software in Japanese Classrooms" (S. Sakitani and S. Iida); (10) Software Demonstrations by the Japanese Delegation (Y. Morimoto); (11) "Where Do Functions Come From? Data Analysis in Secondary Mathematics" (D. Teague); (12) "The Use of Computers in Schools: Some Findings From National and International Surveys" (T. Sawada); (13) "The Use of Computers in Schools: The State of Using Computers in Mathematics Classrooms in Japan" (K. Kumagai); (14) "Presentation of the Hawaii Geometry Learning Project to the U.S. Japan Seminar" (W. G. Martin) (handout provided at seminar); (15) "Computer Use in Teaching Mathematical Problem Solving--Pre-Service Teacher Education at Yokohama National University" (Y. Hashimoto); (16) "Graphical Reasoning for New Approaches to Topics in Mathematics" (S. Dugdale); (17) Software Demonstration by U.S. Delegation (J. Choate and D. Teague); (18) "Mathematical Visualization in Problem Solving Facilitated by Computers" (J. Wilson); (19) "Mathematical Education in a High-Technological Information Oriented Society--What Should It Be?" (T. Uetake); (20) Summary of Seminar (T. Miwa and J. Becker). A delegates list, opening and closing statements, proposed topics for further study, descriptions of software, and a list of supplementary papers are included. (MDH)

ED 351 204 SE 053 384

Becker, Jerry P., Ed.
Report of U.S.-Japan Cross-National Research on Students' Problem Solving Behaviors.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 92
NOTE- 209p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Abstract Reasoning; Cognitive Measurement; Cognitive Processes; *Cognitive Style; Cognitive Tests; Comparative Education; Foreign Countries; Foreign Students; Grade 4; Grade 6; Grade 8; Grade 11; Intermediate Grades; Mathematics Education; Problem Sets; *Problem Solving; Questionnaires; Secondary Education; *Student Attitudes; *Student Behavior; Surveys; *Teacher Attitudes; *Thinking Skills; Word Problems (Mathematics)

Cultural Awareness; *Cultural Differences; Culture Contact; Foreign Countries; *Foreign Culture; *Intercultural Communication; *International Communication; International Trade
IDENTIFIERS- *Europe (East); *Europe (West)

An astute American, knowledgeable of and sensitive to cultural diversities among Europeans can communicate effectively for business success. The results of research into the communication customs of 27 European countries are presented: the Big Three (France, Germany, United Kingdom--England, Northern Ireland, Scotland, and Wales); Western (Austria, Belgium, The Netherlands, Denmark, Finland, Greece, Ireland, Italy, Luxembourg, Norway, Portugal, Spain, Sweden, and Switzerland); and Eastern (Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Soviet Union, and Yugoslavia). The communication elements examined include: general protocol, conversation topics, appointments, gift suggestions and etiquette, and nonverbal communication techniques. (Author)

ED 351 224 SO 022 375

Milton, Henry
Improving the Awareness of the Influence of Geography Upon Historical Events in Ancient Mesopotamia and in Ancient Egypt in Ninth Grade World History Students.
PUB DATE- 92
NOTE- 91p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Ancient History; Class Activities; Classroom Techniques; Cooperative Education; Geographic Concepts; *Geography Instruction; Grade 9; High Schools; High School Students; *History Instruction; Social Studies; *World History
IDENTIFIERS- *Egypt; *Mesopotamia

This practicum was designed to incorporate the study of geography into a ninth grade world history class with the aim of improving student awareness of the influence of geography upon the historical development of ancient Mesopotamia and ancient Egypt. By means of a questionnaire and map tests it was determined that ninth grade world history students had little awareness of geography upon historical development in ancient Mesopotamia and ancient Egypt, and could not locate those places regarded as being historically significant in either of those two ancient civilizations. During the course of implementation, students became acquainted with how to read maps, locate important sites, and describe how geographic features factor into determining the location of those sites. Furthermore, through the preparation of both oral and written presentations, particularly the creation of a mythological country, students applied what they learned. Analysis of post-test data indicated that, as a result of all the exercises connected with implementing this practicum, students came away with an adequate grasp of those rather consistent geographic variables which influence historical development. (Author)

ED 351 225 SO 022 376

World Cultures: A Theme Guide to K-12 Curricular Resources, Activities, and Processes.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 84
NOTE- 109p.; For related documents, see SO 022 380, SO 022 385, and ED 247 149. Pages 4-15 and 66-109 contain slightly broken

-one discusses the survey method and the other is a sample questionnaire. (DB)

ED 351 246 SO 022 469

National Endowment for the Humanities, Twenty-Sixth Annual Report, 1991.
PUB DATE- 92
NOTE- 202p.; For the 24th Annual Report, see ED 322 064.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Federal Aid; *Federal Programs; *Grants; Higher Education; *Humanities; Research
IDENTIFIERS- *National Endowment for the Humanities

This report contains brief descriptions of National Endowment for the Humanities programs as well as a complete listing of all Endowment grants, entered by the division and program in which they were funded, for fiscal year 1991 (October 1, 1990 through September 30, 1991). The contents of the report are as follows: "Twenty Years of the Jefferson Lecture"; "Letter from the Deputy Chairman"; "How the Endowment Works"; "National Tests"; "The Charles Frankel Prize, Division of Education Programs"; "Division of Fellowships and Seminars"; "Division of Public Programs"; "Division of Research Programs"; "Division of State Programs"; "Office of Challenge Grants, Office of Preservation"; "Panelists in Fiscal Year 1991"; "Senior Staff Members of the Endowment"; "Members of the National Council on the Humanities"; "Summary of Grants and Awards for Fiscal Year 1991"; "Financial Report for Fiscal Year 1991"; and "Index of Grants." (DB)

ED 351 247 SO 022 473

Gorman, Michael J., Ed.
In Pursuit of Values, In Search of Faith. An Anthology of CRIS Articles.
PUB DATE- 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Objectives; Educational Philosophy; Elementary Secondary Education; Ethical Instruction; *Moral Values; *Religion Studies; Student Educational Objectives; *Values Education

Intended for use by individuals, groups of administrators, boards of trustees, parent groups, community service directors, and teachers, the articles presented in this volume are organized around four topics: values, faith, pluralism, and service. The articles include: "Maintaining the Moral Climate of the School" (G. Stern); "Schools as Families" (D. Lee, Jr.); "Ecce Quam Bonum" (H. T. Knox); "'You've Got to be Carefully Taught'...and Retaught" (J. Plummer); "Keeping the Fiddler on the Roof: The Challenge of Moral Education" (P. Barthelemy); "Faculty Vision" (P. Cobb); "The Curious Combination" (D. Heischman); "Beyond Darkness and Cynicism" (B. Schmidt, Jr.); "A Head Looks at Academic Integrity" (J. Hanly); "Sportsmanship" (B. Walsh); "Manners Make the Person" (F. W. Jarvis); "The Moral Purpose of Awards" (T. Farquhar); "The There-Should-Be-No-Pain Lie" (F. W. Jarvis); "A Simple Question" (M. Gorman); "That Troubling Word

ED 351 269 SO 022 667

Parker, Franklin
Educational Foundations Best Writings (20th Century): Biblio-Historical Essay.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Development; *Educational History; Educational Philosophy; Educational Policy; Educational Principles; Educational Research; Educational Theories; *Foundations of Education

This paper lists and discusses, in historical progression, books and other writings that are considered to cover the major developments of education in the United States in the 20th century. The paper is intended to help professional educators to know better the great ideas, themes, and books that laid the foundations of education in the United States. Discussion of the writings is organized into historical segments that begin with "Turn of the Century, 1893-1918," and end with "President Bush and America 2000." The paper also describes annotated bibliographies, educational histories, and a number of resources that concern recent trends in education. An alphabetical list of the writings covered also is included. (DB)

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ED 351 270 SO 022 670

Woyach, Robert B.
Leadership in Civic Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Leadership; Leadership Qualities; *Leadership Training; Role of Education; Social Studies; Student Educational Objectives; *Student Leadership
IDENTIFIERS- ERIC Digests

In recent years, social studies educators have given serious attention to the apparent crisis of citizenship and the improvement of civic education in the United States. Insufficient attention, however, has been given to the place of leadership in civic education. Yet, youth leadership is big business in the United States. Each year, over half a million high school students, along with a smaller but growing number of middle school students, participate in programs intended to encourage civic leadership and to develop leadership skills. This digest addresses four questions concerning leadership: How is leadership related to citizenship? What are the essential elements of leadership? What are the competencies of leadership? What is the role of schools in leadership development? A list of references and ERIC resources is included. (Author/DB)

IDENTIFIERS- *Maryville University of Saint Louis MO; *Preservice Teachers; Reflective Teaching

The Education Division of Maryville University (Missouri) believes in preparing teachers for student diversity. It encourages teachers to be reflective practitioners and suggests that the quality of a teacher's reflections and actions depends on a developmental ability to integrate concrete teaching experiences, models and strategies of others, and principles of research in teaching into an integrated whole. Maryville's teacher education program has four conceptual strands: (developmental, curriculum and instruction, sociological, and research). The paper describes the Roblee Project, which builds upon the experiences and curriculum permeating Maryville's preservice teacher education program. The project began in 1991 with several activities: faculty and focus group meetings on cultural diversity designed to critique preservice teacher education; data collection from new students, student teachers, and first-year teachers; and resource list collection. Data analysis showed that: (1) students were uncomfortable with children unlike themselves; (2) racism existed in most students; (3) students needed to believe that all children could learn; (4) many students did not want to work in schools with diverse populations; and (5) most students were ignorant of the civil rights movement and related historical issues. One crucial finding is that providing dissonance in terms of both knowledge and experience is crucial. (SM)

ED 351 291          SP 034 076

Rasch, Katharine; And Others
Mathematical Literacy To Empower Teacher Education Students in the 21st Century: How Can This Become Reality?
PUB DATE- Jun 92
NOTE- 22p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Change; Elementary Secondary Education; Higher Education; *Holistic Approach; Mathematics Education; *Methods Courses; *Preservice Teacher Education; *Teacher Education Curriculum; Teacher Improvement; Teaching Methods
IDENTIFIERS- *Maryville University of Saint Louis MO; Preservice Teachers; Reflective Teaching

Maryville University (Missouri) believes in training competent beginning teachers who understand that all children can learn. Regarding mathematics, prospective teachers must often be convinced they can learn it themselves. Because most students do not have much math preparation, do not like it, and have great misconceptions, Maryville assumes they need to acquire mathematical literacy and grasp the importance of mathematics. Maryville's model of teacher as reflective practitioner requires solid grounding in liberal arts, mathematics, and science, and it espouses a constructivist framework. Students are immersed in experiences as mathematical learners and encouraged to share their mathematical knowledge and conceptions. The program assumes students will learn content and pedagogy simultaneously. Students are encouraged to question instructors' objectives, methods, and curricular and pedagogical decisions. Maryville's instruction seeks to: (1)

assesses teachers' measurement training and the extent to which their measurement knowledge is adequate to develop quality classroom tests. Forty-one 7th- and 8th-grade science and mathematics teachers were assessed using a 65-item multiple-choice test and an interview protocol. Participants were asked to identify violations of item writing principles in 32 multiple-choice and completion items. Three questions were addressed: (1) What was the nature and extent of measurement training? (2) What measurement knowledge and skills did these teachers possess? and (3) What teacher characteristics are related to their measurement knowledge? Results indicated that teachers' knowledge of measurement was insufficient, probably at least partially due to inadequate training; and that teachers frequently tested students with their own tests and placed more weight on students' scores on these tests when assigning end-of-course grades than on other forms of assessment. (LL)

ED 351 310 SP 034 143

Projections of Public School Classroom Teachers: New York State 1992-93 to 1996-97.
PUB DATE- Jun 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Employment Opportunities; *Enrollment Projections; Enrollment Trends; Futures (of Society); *Public Schools; Teacher Certification; *Teacher Employment; *Teacher Supply and Demand; Teaching (Occupation); Trend Analysis
IDENTIFIERS- *New York; *New York (New York); Projection Research; Provisional Certification

This report presents projections of classroom teaching positions in kindergarten through grade 12 for regular public schools in New York State. Two basic assumptions underlying the projections of classroom teachers needed for 1992-93 through 1996-97 were: (1) the numbers of teachers in all subject areas in the base year, 1991-92, were adequate to meet the educational needs of the public schools of the State; and (2) the number of teachers needed is largely determined by the number of students enrolled. No assumptions were made concerning future economic, social, or political conditions which might impact on need for teachers. The document is organized into three sections, each consisting of three tables. Tables 1-3 display projections of the classroom teaching force, classroom teacher vacancies, and vacancies to be filled by new teachers through 1995-97 for the whole State. The same projections are shown for the New York City public schools in tables 4-6 and for the State, exclusive of New York City, in tables 7-9. A complete description of the methodology is included in appendices A and B; the number of provisional teaching certificates issued in major subject areas from 1970 to 1991 is furnished in appendix C. (LL)

ED 351 311 SP 034 144

Cheng, Maisy; And Others
A Survey of 1989-90 Teaching Job Applicants. Research Services No. 199.
PUB DATE- Apr 92
NOTE- 78p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Traits; *English (Second Language); *Error Correction; Ethnic Groups; *Language Fluency; Language Research; *Revision (Written Composition); Second Language Learning; Student Attitudes; Writing (Composition); *Writing Processes
IDENTIFIERS- *Chinese People; *Polynesians

A study investigated one major aspect of the process of writing in a second language (L2), surface error correction, and two related issues. The main research questions included: whether (1) L2 writers were preoccupied with surface error correction during the generation of text; and (2) whether this regular interruption of the composing process resulted in poorer writing quality. Two additional questions were whether L2 writers' perceptions of their behaviors accurately reflect observed behaviors and whether there are significant differences in fluency of composition of Polynesian and Chinese students. Subjects were four Chinese and four Polynesian students at an English language institute in Hawaii. Data were collected in the classroom by external observation of the composing process and student self-report, using instruments adopted or designed for this study. Writing samples were essays written in class and evaluated with a holistic scoring system by two trained raters. Results indicate wide variation in amount of surface error correction occurring during initial writing, although the interruptions that occurred did appear to interfere with writing quality. No correlation was found between observed and self-reported writing behaviors, and no statistically significant differences were found between ethnic groups. It is concluded that fluency does have a positive influence on writing quality. (MSE)

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ED 350 871 FL 020 728

Livesey, Daniel J.; And Others
An Application of the Theory of Reasoned Action for Relating Attitude, Social Support and Behavioral Intention in an EFL Setting.
PUB DATE- Mar 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Classroom Techniques; Educational Strategies; *English (Second Language); Foreign Countries; *Learning Theories; Questionnaires; Secondary Education; *Secondary School Students; Second Language Learning; *Student Attitudes
IDENTIFIERS- *China; *Theory of Reasoned Action

A study investigated use of the Theory of Reasoned Action (TRA) for relating learner attitude toward engagement in English-as-a-Second-Language (ESL) learning behaviors, perceived social support for engagement in those behaviors, and behavioral intention. TRA proposes a sequence of dependencies underlying behavior. The model also relates attitude to its theoretical determinant (behavioral beliefs) and social support to its theoretical determinant (normative beliefs). The study, consisting of a pilot study and a larger investigation, examined whether learner attitude and social support would

PUB DATE- 91
NOTE- 9p.; Paper presented at the OSEAS European Conference (La Grande Motte, France, December 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); *Foreign Students; *Graduate Students; Graduate Study; Higher Education; Scholarship Funds; *Student Financial Aid; *Teaching Assistants
IDENTIFIERS- English Proficiency Test; Graduate Research Assistants; Tuition Waivers

This report presents information on funds available for foreign graduate students wishing to attend graduate school in the United States. An opening paragraph notes that the information was gathered by administrators who work with the evaluation and training of international graduate students to prepare them for graduate teaching assistantships. The first section details the types of graduate assistantships generally available: (1) graduate research assistants (GRA); (2) graduate laboratory assistants (GLA); and (3) graduate teaching assistants (GTA) and international teaching assistants (ITA). This section describes what is generally expected in each category, noting, for instance, that the word "laboratory" can have multiple meanings and that teaching may include diverse duties. The following section discusses funds in the form of tuition reductions or waivers and stipends. The next section looks at English-proficiency testing for international students and the institutional context for university requirements. This section also lists states and state institutional systems where testing is required. Also covered are types of tests, training of international students, timing of training, and the cost of testing and training. A final section explains how GRA funding is controlled and describes some problems students may encounter. Appended is a checklist for potential graduate students. (JB)

ED 350 891 HE 025 867

Byrd, Patricia
Issues in the Recruitment and Retention of International Students by Academic Programs in the United States.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- English (Second Language); *Foreign Students; Graduate Study; Higher Education; Institutional Environment; Organizational Objectives; *Program Development; Program Implementation; *School Holding Power; *Student Recruitment; Undergraduate Study
IDENTIFIERS- English Proficiency Test

This paper looks at the recruitment and retention of international students for study in academic programs in the United States from the point of view of how institutions of higher education can best plan and implement such programs. The paper opens by defining international students as foreign

State Initiatives To Enhance Teaching and Learning: Interest in Teaching and Learning Stems from Concerns for Quality.
PUB DATE- Feb 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; College Outcomes Assessment; Educational Assessment; Educational Change; *Educational Quality; *Government School Relationship; *Higher Education; Long Range Planning; Outcomes of Education; Politics of Education; *Public Policy; State Action; State Aid; State Colleges; State Departments of Education; State Government; State Legislation; *State Standards; State Universities; Statewide Planning; Teacher Effectiveness

This paper explores the state role in enhancing teaching and learning in colleges and universities particularly focusing on the relatively recent attempts by states to increase attention to quality and to initiate activities to define, measure, and fund quality in education. The paper begins by exploring the growing state interest in quality, the struggle to define quality in which the states are engaged, and the key players in determining state policy initiatives. The next section reviews recent state legislative activity, state master or comprehensive plans for higher education, and other state policy actions in order to understand in more detail what will be taught, how it will be taught, and who will be teaching. A third section explores motivations for state initiatives and actions including economic development and workforce competitiveness, the education reform movement, and continued claims of deterioration in student achievement. The next section discusses some of the unintended outcomes of efforts to improve quality. A final section assesses whether state action will in fact improve teaching and learning and concludes that this is difficult to measure and remains to be seen. This section also explores questions of inappropriate intrusion. Included are 23 references. (JB)

ED 350 911 HE 025 888

Paying Less for College: 1993. The Complete Guide to $28 Billion in Financial Aid. Tenth Edition.
PUB DATE- 92
NOTE- 863p.; Previously published as "Peterson's College Money Handbook."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; Educational Finance; Eligibility; Federal Programs; Grants; Higher Education; Need Analysis (Student Financial Aid); *Paying for College; Private Financial Support; Scholarship Funds; State Programs; Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs; Tuition; Undergraduate Study; Work Study Programs

This book on financial aid for college education is designed to be a guide to sources and an aid to the process of obtaining financial assistance. An introductory essay titled "The Twenty Most-Asked Questions About Financial Aid" gives a basic orientation on the issues and expert advice on how to tackle the problems of filling out forms, understanding eligibility

NOTE- 26p.; For the September 1991 analysis, see HE 025 907.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Comparative Analysis; Compensation (Remuneration); Contract Salaries; Higher Education; Institutional Research; *Private Colleges; *Public Colleges; *Salary Wage Differentials; Sex Differences; State Universities; *Teacher Salaries
IDENTIFIERS- *University of Maryland College Park

A study was done comparing faculty salaries at the University of Maryland at College Park (UMCP) with those at other similar institutions for fall 1991. The data were drawn from the fiscal year 1992 Integrated Postsecondary Education Data System survey, "Salary, Tenure, and Fringe Benefits of Full-Time Instructional Faculty," and the data for UMCP were compared with data on 31 public and private member institutions of the Association of American Universities (AAU) and also with data on 9 "designated peer" institutions. Average salaries were computed for each institution by academic rank, type of contract (9- or 12-month), and gender. Results indicated that as compared with the peer institutions UMCP ranked 5th in salary range among professors and associate professors and 6th among assistant professors. It was also found that at all of the universities except Duke University and University of Colorado, at all ranks men's average salaries were higher than women's average salaries. In summary the data indicated that UMCP's average salaries are above both the men's and overall averages as well as the medians of all three ranks of institutions of the AAU. The study notes that the results should be interpreted with caution because several important variables that help explain salary differences are not controlled. Included are nine tables in an appendix. (JB)

ED 350 931 HE 025 909

Presley, Cheryl A.; Meilman, Philip W.
Alcohol and Drugs on American College Campuses: A Report to College Presidents.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; Campuses; *Drinking; Educational Environment; Federal Legislation; Higher Education; Longitudinal Studies; National Surveys; Prevention; School Policy; Sociocultural Patterns; *Student Attitudes
IDENTIFIERS- Core Alcohol and Drug Survey; Drug Free Schools and Communities Act 1986

In response to the Drug-Free Schools and Communities Act of 1986 a national study of alcohol use on college campuses was undertaken from 1989 to 1991. The study used the Core Alcohol and Drug Survey which was administered to students at 56 four-year institutions and 22 two-year institutions for a total student count of 56,361. For a longitudinal analysis, matched samples from 37 institutions that completed both pre- and post-tests were used. Analysis of the data indicated that alcohol is the primary "drug of choice" of American college students; that often students are unsure of their colleges' stand on alcohol and drug policies; that only 47 percent believe that their campuses actually enforce their policies; that 33 percent of

Retired Adults. Continuing Higher Education Series.
PUB DATE- 92
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Programs; *Continuing Education; *Educational Gerontology; Fees; Higher Education; Marketing; *Older Adults; Program Design; Program Development; Resource Allocation; Retirement; Social Change; Student Recruitment
IDENTIFIERS- *Learning in Retirement Programs

This book examines Learning-in-Retirement (LIR) programs in which the participants determine their own curricula, teach their own courses, administer and market the program, and engage in self-governance under the aegis of a local college or university. It also provides a description of the issues involved in creating and maintaining a successful membership-driven LIR program. The book's 10 chapters are divided into 3 sections. The first section discusses higher education's creative response to the emerging demographics and social patterns, and explores the importance of the LIR phenomenon to the academic community and society. The second section examines the LIR program and organization model; how to start your own LIR program; membership, marketing, recruitment, and retention; and resource allocation and fee setting. In addition, personal views from LIR members are also included in this section. The final section includes chapters on intergenerational synergy and creative retirement in an aging society. Appendices contain the LIR by-laws, a student membership information form, and a list of higher institutions that are sponsoring member-driven LIR-type programs. Contains an index and a 53-item bibliography. (GLR)

ED 350 951 HE 025 929

Seymour, Daniel T.
On Q: Causing Quality in Higher Education.
PUB DATE- 92
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Colleges; *Educational Administration; *Educational Improvement; Educational Planning; *Educational Quality; Higher Education; *Quality Control; Universities
IDENTIFIERS- *Strategic Management; Total Quality Management

This book presents college and university education as a quality-oriented service with students, parents, and legislators as customers demanding quality. It attempts to blend the concept of strategic management of quality in industry with the latest thinking on the administration of higher education. The first chapter discusses the importance of quality in three different types of organizations: a university, a hospital, and an automobile manufacturing plant. Chapter 2 develops the argument that the strategic management of quality is a viable option for academic administrators. The next six chapters merge the philosophy and tools of strategic quality management from industry with the thoughts of campus administrators. Each chapter examines a different quality opportunity: satisfying the customer; choosing distinctiveness; attending to process improvement; involving everyone in quality improvement;

Sudzina, Mary R.
Evaluation of Applicants for Employment in Higher Education: A Search Committee's Screening and Selection Criteria.
PUB DATE- 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Employment Qualifications; *Higher Education; *Job Applicants; *Job Application; Job Search Methods; Occupational Information; Resumes (Personal); *Search Committees (Personnel)

A study was done which examined one college search committee's criteria for an entry level faculty position and the characteristics of applicants to that position. The position, assistant professor of education, was advertized in the "Chronicle of Higher Education" and included nine criteria. Of the 41 applicants only one-third presented credentials in content and format that encouraged serious search committee consideration. Lack of documented expertise in the advertised area of specialization eliminated over half of the applicants from further scrutiny. Additionally, applicants that met less than half of the advertised criteria were also eliminated from the candidate pool. After this initial screening, applicants' potential for prestige (published research) and previous experience in graduate and undergraduate teaching weighed heavily in selecting candidates to be interviewed. The three candidates selected for interviews marketed themselves well: qualifications for the position were specifically and clearly articulated in the cover letter, vitae, and personalized letters of recommendation. Included are recommendations gleaned from the study including suggesting that candidates apply for positions in which they meet at least half of the criteria requested, demonstrate expertise in the area of concentration, provide good cover letters and recommendations, and offer a professional presentation of credentials. Seventeen references are included. (JB)

ED 350 970 HE 025 988

Wilcox, John R.; Ebbs, Susan L.
The Leadership Compass. Values and Ethics in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 4p.; For the full length report, see ED 347 955.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- Colleges; *Educational Environment; Educational Responsibility; *Ethical Instruction; Faculty College Relationship; Higher Education; Institutional Mission; *Institutional Role; Leadership; *Moral Values; Role Conflict; Role of Education; Social Environment; Student School Relationship; Universities
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title. It explains that institutions of higher education have a moral responsibility as disseminators of knowledge to foster

(Kingston, Jamaica, July 14-16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiotape Cassettes; *Distance Education; Electronic Mail; Foreign Countries; *Futures (of Society); Higher Education; Instructional Effectiveness; Lifelong Learning; *Program Effectiveness; Telecommunications; Teleconferencing
IDENTIFIERS- *University of Waterloo (Ontario)

This paper describes the distance education program at the University of Waterloo, Ontario, Canada, which has been ongoing for 22 years: offers 325 courses to over 18,000 students annually; and offers three different degrees entirely by correspondence study. Issues and problems that concern the program are discussed, i.e., withdrawal rates, course quality, sophistication versus simplicity, student attitudes and motivation, independent lifelong learning, faculty attitudes and training, and pedagogical effectiveness. It is noted that the primary media used in the program are audiocassettes and print, supplemented in some cases by special kits and videotape. Descriptions are given of a small distance education project in St. Vincent (Caribbean), which is run on a volunteer basis and has awarded two BA degrees entirely by correspondence; and a computer course offered at a distance using e-mail that has had extremely high completion rates. The advantages and disadvantages of the almost exclusive use of audiocassettes versus other more innovative media are also discussed. Attachments to the notes include lists of facts about the program at Waterloo; student characteristics; procedures and types of media used; issues and problems; and advantages and disadvantages of the use of audiocassettes. (ALF)

ED 350 988 IR 015 799

Buckles, Tom A.; Lange, Irene
Using PC Software To Enhance the Student's Ability To Learn the Exporting Process.
PUB DATE- 91
NOTE- 12p.; Paper presented at the Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- offered at a distance using e-ma,Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Computer Assisted Instruction; *Computer Simulation; Decision Making Skills; Exports; Global Approach; Higher Education; *International Trade; Management Development; Marketing; Microcomputers; *Professional Training; Seminars
IDENTIFIERS- *Export to Win

This paper describes the advantages of using computer simulations in the classroom or managerial environment and the major premise and principal components of Export to Win!, a computer simulation used in international marketing seminars. A rationale for using computer simulations argues that they improve the quality of teaching by building decision making skills; foster interpersonal communication; compress time; focus on learning; enhance student/instructor interaction; and integrate learning. A description of Export to Win! begins by

ED 351 006 IR 015 823

Beishuizen, Jos; Moonen, Jef
Research in Technology Enriched Schools: A Case for Cooperation between Teachers and Researchers.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Technology; Experimental Programs; Foreign Countries; Intermode Differences; Longitudinal Studies; Microcomputers; Program Implementation; Qualitative Research; *Research Methodology; Research Projects; *Secondary Education; *Teaching Methods; *Use Studies

This paper describes the research strategies employed in the Dutch Technology Enriched Schools (TES) project, which was initiated in 1987 to introduce computers into secondary education, to encourage extensive and intensive use of computers in a small number of secondary schools, and to study the effects of computer use on the classroom, the curriculum, and school administration and management. The project, extending over a five-year period, involved three experimental schools that were equipped with a considerable amount of hardware and teacher facilities. The characteristics of the study highlighted in this paper are: (1) the case study approach; (2) emphasis on the need for cooperation between teachers and researchers; (3) the wide spectrum of effects being investigated; (4) the long-term character of the project; and (5) the generalizability of the findings. (ALF)

ED 351 007 IR 015 869

Willis, Barry
Instructional Development for Distance Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Delivery Systems; *Distance Education; Educational Objectives; Educational Technology; *Evaluation Methods; Formative Evaluation; *Instructional Design; *Instructional Development; *Instructional Systems; Material Development; Models; Needs Assessment; Summative Evaluation
IDENTIFIERS- ERIC Digests

Instructional development provides a procedure and framework for systematically planning, developing, and adapting instruction based on identifiable learner needs and content requirements, a process essential in distance education. Although instructional development models and processes abound, the majority follow the same basic stages of design, development, evaluation, and revision. While it is possible, even appropriate on occasion, to shorten the process after considering the needs of the

Television
IDENTIFIERS- *Federal Communications Commission; Fiber Optics; Germany; *High Definition Television; Japan

The integration of television into a digital framework makes possible the merger of television and computers. Development of a digital system will permit the consumer to receive television and computer images on the same screen at a quality approaching 35mm film. If fiber optic telecommunications lines are linked to the home and standards are developed, the American consumer will be able to receive high definition information products through the telephone line. A high resolution information system could have far-reaching effects on international industrial competitiveness and on the American quality of life. Possible applications include product development and design; improved manufacturing efficiency; better diagnosis of disease; and improved instructional techniques. Digital information systems could also provide consumers with access to a wide array of new information services such as the video/telephone and, at the same time, reduce the cost of basic telecommunications services. The Federal Communications Commission (FCC), following the Subcommittee's hearing, has taken steps to give representatives of computer imaging industries a more prominent role in its deliberations; however, the FCC remains focused on systems for terrestrial broadcasting rather than on a comprehensive system capable of incorporating television and computer applications. The hearings also identified a number of impediments to commercializing the technological advances. This report includes information on the development of and activities concerned with these technologies in Japan and Europe as well as in the United States; summaries of the testimony given at the May 1991 hearing; discussions of the major issues involved; and an overview of the current status of high resolution information systems (HRIS). Seven recommendations conclude the report. (KRN)

ED 351 025 IR 054 220

Ideas for Preservation Fund Raising: A Support Package for Libraries and Archives.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Archives; *Fund Raising; Higher Education; Library Planning; Microreproduction; Needs Assessment; *Preservation; Prevention; *Research Libraries

Preservation efforts are needed immediately to save a quarter of all the volumes housed in research libraries. These books are turning to dust because alum sizing was introduced into the paper-making process in the mid-1800s. The destruction of some books can be reversed through deacidification. The content of other books can be saved only by microfilming the books before they disintegrate. Most of the scholarly materials that have been printed in the United States were produced during the acid paper era. Because an estimated 78 million brittle books are on the shelves of American research libraries, universities are participating in a number of preservation initiatives. With assistance from the National Endowment for the Humanities, 20 large research libraries are in the process of microfilming

Peterson, Lorna
Bibliographic Instruction Course Syllabus and Selected Handouts.
PUB DATE- Sep 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Course Descriptions; Elementary Secondary Education; Graduate Study; Higher Education; Learning Resources Centers; Learning Theories; *Library Education; *Library Instruction; Library Schools; Public Libraries; *Teaching Methods
IDENTIFIERS- State University of New York Buffalo

This document contains two syllabi and selected handouts developed for a graduate-level course in bibliographic instruction (BI). The purpose of the course is to enable students to become familiar with the field of bibliographic instruction and to plan, implement, and evaluate a BI course within an academic setting. Attention is also given to providing BI in school media centers and public libraries. Teaching and learning theory is covered, and students have an opportunity to practice and improve their presentation skills for instructional settings. The syllabi describe course texts, assignments, topics covered, and course guidelines. A list of 43 resources on reserve is also included. (KRN)

ED 351 042 IR 054 249

Reed-Scott, Jutta, Comp.; Daval, Nicola, Comp.
ARL Preservation Statistics, 1990-91: A Compilation of Statistics from the Members of the Association of Research Libraries.
PUB DATE- 92
NOTE- 73p.; For the 1987-88 compilation, see ED 315 092.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Administrators; Foreign Countries; Higher Education; *Library Expenditures; *Library Personnel; Library Technicians; Methods; *Microfilm; *Preservation; *Research Libraries
IDENTIFIERS- *Association of Research Libraries; Canada; Paper Deacidification; United States

The 1990-91 Association of Research Libraries (ARL) preservation questionnaire, the results of which are reported in this volume, was designed to yield statistical information on the current level of preservation efforts in research libraries and on the key organizational, functional, and fiscal components that characterize preservation programs. The data are divided into three parts. In the first part, summary data tables display the aggregated statistics describing the current level of preservation efforts in ARL libraries. The second part presents an analysis of the core data for all reporting libraries. The analysis includes data from all reporting university and nonuniversity libraries, and the key organizational, functional and fiscal components that characterize preservation programs in ARL libraries and that distinguish between program levels are analyzed. Part 3 provides statistical measures by the size of the collection. A what material is to be covered on the test and lets the bank select questions, and then generate and format the test. This eliminates much of the work involved in generating single tests. Students can benefit from testbanking through activities such as custom testing, re-testing, self-administration of tests, and interactive programs providing instant test feedback. For teachers, testbanking can greatly reduce the time spent on test creation. Also, many testbank programs will grade tests, produce syllabi, and store student records. When purchasing testbank software, buyers should be sure that the program includes the following: (1) a classification system allowing use of existing curricular structures; (2) ASCII (American Standard Code for Information Interchange) import/export capabilities; (3) compatible mark/sense readers and drivers if the testbank is to be used for checking tests; (4) a common database structure; and (5) options, such as graphics and network support. (PAA)

ED 351 058          JC 920 535

Watson, Claude M.
Interactive Classroom Management/Extension through the Use of Computers.
PUB DATE- 25 Jan 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Community Colleges; *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Computer Uses in Education; Course Content; Desktop Publishing; Electronic Mail; Teleconferencing; Two Year Colleges; Word Processing
IDENTIFIERS- Lansing Community College MI

The staff of the Mathematics and Computer Science Department at Lansing Community College (LCC), in Michigan, has developed a unique combination of techniques for course support. These techniques have been incorporated into an 11-week course, "Introduction to Computers," which meets for 4 hours of lecture each week, and provides hands-on experience in the computer laboratory using popular computer applications, involving operating systems, word processing, and desktop publishing. The computer laboratory has helped both students and faculty who lack experience with computers to gain valuable skills and confidence. One of the more popular assignments in the course unit on communications uses an electronic bulletin board system. Students produce written introductions of themselves, vote on discussion topics, and undertake conferencing entirely through electronic mail. Another valuable course exercise is the term paper, which is written in four stages, and which makes extensive use of the desk-top publishing program for title page development, bibliographic references, and text design. Students are given access to the computer as members of a class group. All files are stored on a central file server. While the instructor has access to all student files at all times, students cannot access each other's accounts but can access a common collection of files referred to as the "class library." The structure of the system allows the instructor to post messages for the students, to quickly assess how often students have accessed their files (to chart student progress), and to collect and correct course assignments electronically. The techniques and tools used in the course can be applied to other subjects as well. (PAA) beginning no later than 1991-92. As part of the system, individual colleges will provide data to the Chancellor's Office on student access, success, and satisfaction; staff composition; and fiscal condition. In January 1991, the Chancellor's Office convened a task force to provide consultation to four community college districts that had received special CCC grants to develop prototype accountability reports. In addition, the Chancellor contracted with Far West Laboratory to write a technical assistance guide for the colleges, "Improving It: Accountability by Design," and with Strategic Planning Associates to conduct a cost study, "California Community College Accountability: State and Local Implementation Costs." The resulting statewide accountability program consisted of the following elements: (1) a statewide accountability indicators report, compiled annually by the Chancellor's Office; (2) in-depth accountability studies; (3) statewide surveys; (4) more effective data collection and dissemination efforts; and (5) a depository and/or clearinghouse for exemplary accountability models. The task force emphasized the need to seek funds to improve the capacity of the colleges to conduct institutional research and develop management information systems; to implement the statewide program; and to improve college and Chancellor's Office access to statewide employment and transfer databases. Appendixes provide task force and pilot district contact information; an Accountability Indicators Report; and an executive summary of the cost study. (PAA)

ED 351 074          JC 920 552

Burgdorf, Augustus
Total Quality: An Understanding and Application For Community, Junior, and Technical Colleges.
PUB DATE- Nov 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Community Colleges; Educational Quality; Management Development; *Management Systems; *Management Teams; *Organizational Effectiveness; Program Effectiveness; *School Effectiveness; *Systems Approach; Two Year Colleges
IDENTIFIERS- *Total Quality Management

Total Quality (TQ), is a customer-oriented philosophy of management that utilizes total employee involvement in the relentless, daily search for improvement of product and service quality, through the use of statistical methods, employee teams, and performance management. In the TQ framework, "internal" customers are individuals within the institution, such as an instructor from upper division courses who receives the "products" (students) of a lower division instructor, while "external" customers include students, organizations which hire students, and organizations which send employees to attend classes at the college. TQ utilizes a systems approach comprised of suppliers (secondary schools), inputs (entering students), value added (the educational experience), output (productive citizenry), and customers (satisfied graduates). Employee and student behavior is seen as part of a system, with emphasis placed on continuous improvement of inputs to the system. TQ requires continuous inspection and improvement of processes, and reduction in variation in the generic inputs of processes. Using statistical concepts, leaders must analyze variation and reduce variation in inputs of processes. For

(10) "Support Services"; (11) "Academic Accommodations"; (12) "Special Class Instruction"; (13) "Special Class Course Repeatability"; (14) "Reporting Requirements"; (15) "Physical Disability"; (16) "Communication Disability"; (17) "Learning Disability"; (18) "Acquired Brain Impairment"; (19) "Developmentally Delayed Learner"; (20) "Psychological Disability"; (21) "Other Disabilities"; (22) "DSPS Program Plan"; (23) "Staffing"; (24) "Advisory Committee"; (25) "Evaluation"; (26) "Special Projects"; (27) "Basis of Funding"; (28) "Provision of Support Services or Instruction"; (29) "Direct Excess Costs"; (30) "Comparable Services"; (31) "Indirect Administrative Costs"; (32) "Revenue from Special Classes"; (33) "Allocations, Reports, Audits, Adjustments"; (34) "Accounting for Funds"; and (35) "Other Resources." (PAA)

ED 351 091          JC 930 020

Liberal Arts at the Community College. ERIC Fact Sheet.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; Community Colleges; General Education; *Humanities; *Liberal Arts; Outcomes of Education; Participant Satisfaction; Student Attitudes; Student Attrition; *Student Educational Objectives; Student Motivation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Center for the Study of Community Colleges CA; ERIC Digests

Research conducted by the Center for the Study of Community Colleges in Los Angeles on the status of the community college liberal arts curriculum found that liberal arts programs have a beneficial impact on students. Research findings have consistently revealed that what students know is related to what they study and how they have studied it. Usually, students' self-ratings of their skills in a particular area of the liberal arts are a good indicator of their knowledge in that area. Analyses of course enrollments, class schedules, and curricular changes reveal that most of the enrollment in liberal arts courses is at the introductory level. Reasons students have for enrolling in a particular course vary greatly from fulfilling a general education requirement, to personal enrichment, to fulfilling a requirement for a major. Only a small percentage of students cite counselor or faculty encouragement, student recommendations, or interesting course descriptions as the most important reason for enrolling in a particular course. Suggestions for improving the liberal arts programs include: (1) providing students with more information about courses and their potential benefits; (2) college educators working with their high school counterparts to increase student interest; (3) college liberal arts courses promoting basic skills for underprepared students; and (4) making efforts to decrease liberal arts course attrition rates. (MAB)

ED 351 092          JC 930 021

Two-Year College Students: A Statistical Profile. ERIC Fact Sheet.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

*Transitional Programs
IDENTIFIERS- *England

Noting the importance of procedures for welcoming and admitting children younger than 5 years of age into English Infant schools, this paper presents the results of a survey which compared the ways three schools work with parents before and after children's school entry. Personnel from the three schools were asked questions concerning the nature of contact between school and parents, areas of parental concern, and difficulties encountered with parents. Results indicated that most parents: (1) found the informal initial contact acceptable; (2) asked the same questions regarding starting date, uniforms, and beginning reading; (3) liked the short discussion and information session linked with an informal social visit; (4) did not receive home visits from school representatives; and (5) were invited to schools in a variety of ways, after their children had enrolled, to discuss curriculum and child progress. Overall, parents appeared to have good opportunities for visiting schools and for acquiring information in a welcoming environment. The schools recognized that parental cooperation, understanding, and interest were essential for a satisfactory transition of children from home to school; and that devoting time to contact with parents was a crucial factor in promoting good relationships between parents and schools. (HTH)

ED 351 110 PS 020 758

Kelley, Michael F.; Surbeck, Elaine
Restructuring Early Childhood Education. Fastback 329.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Curriculum Development; *Early Childhood Education; Educational Assessment; *Educational Change; Educational Cooperation; Educational Improvement; *Family Programs; Public Schools; *School Readiness; *School Restructuring; School Role
IDENTIFIERS- *Integrated Services; *National Education Goals 1990

The first of six national educational goals, proclaimed by President Bush, to be accomplished by the year 2000 is that all children will start school ready to learn. This booklet examines this goal in terms of what it will take to ensure that all children develop the capacities or readiness to be successful in school. In the introduction, it is asserted that, for children and families to succeed in the lifelong process of learning, early childhood experiences both in and out of the home must be as personalized as possible. The first chapter looks at the early childhood years and the concept of school readiness. The second chapter explains why restructuring, rather than reform, of early childhood education is needed. A framework for providing comprehensive intervention services is discussed in the third chapter. The fourth chapter profiles programs in Missouri, Minnesota, and California that seek to broaden the role of schools in early childhood education. The fifth chapter examines curriculum issues intrinsic to a restructuring of early childhood education. The sixth chapter deals with appropriate methods for child assessment. In a concluding section, it is argued that services for children and families be coordinated, and that early childhood education be restructured to become personalized and family-centered (HTH)

Children's Understanding of Machines.
PUB DATE- 21 Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Childhood Attitudes; *Concept Formation; Definitions; Elementary Education; *Elementary School Students; *Knowledge Level; *Mechanical Skills
IDENTIFIERS- *Machines

This study, which examined children's understanding of machines, focused on how children decide which objects are machines and which are not, and how they group machines as similar or different. Brainstorming sessions involving two groups of four kindergarten children and one class each from the second, fourth, and fifth grade, were conducted. Interviews with 13 children from the same grade levels were also conducted. All subjects attended an inner city public school. Results indicated that, although children differed in the ways they decided which things were machines, a number of criteria were frequently used by children in making their decisions. These criteria included controls, power sources, autonomy, motors, functionality or utility, and complexity. Younger children were more likely than older children to focus on external properties, use a single criterion for determining if something was a machine, and make judgments inconsistent with previous ones. Older children demonstrated a greater sense of mechanical understanding than did younger children; were more likely to apply multiple criteria for determining if something was a machine; and were more sensitive to conflicts between criteria, than were younger children. Two appendices provide copies of the protocols for group brainstorming and individual interviews. (MDM)

ED 351 131 PS 020 870

Agiobu-Kemmer, Ibinabo S.
Child Survival and Child Development in Africa. Studies and Evaluation Papers 6.
PUB DATE- Jul 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *African Culture; Agency Cooperation; *Child Development; Child Rearing; *Child Welfare; *Community Development; Developing Nations; *Early Childhood Education; Foreign Countries; Hunger; Information Needs; International Cooperation; Nutrition; Poverty; Socialization; Social Support Groups
IDENTIFIERS- *Africa; African Infant Precocity; Public Awareness; Starvation; *Survival

Children in Africa starve to death or fail to thrive and achieve their full potential as a result of social problems that have their roots in both national and international issues. In many African countries, parents are unable to feed their children because farmers no longer grow enough food and prefer to cultivate cash crops that are exported to foreign countries to service debts to rich industrial nations. This paper recommends a multilevel and integrated approach to defining and solving

ED 351 150 PS 020 940

Grace, Cathy
The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Check Lists; Early Childhood Education; *Evaluation Methods; *Portfolios (Background Materials); Rating Scales; Screening Tests; Student Development; *Student Evaluation
IDENTIFIERS- Anecdotal Records; *Authentic Assessment; Developmentally Appropriate Programs; ERIC Digests; *Portfolio Performance Appraisal Systems

Educators use the term "authentic assessment" to refer to the practice of realistic student involvement in the evaluation of student achievement. Authentic assessments are performance-based and instructionally appropriate. One method of authentic assessment is the assembly and review of a portfolio of a student's work. The portfolio is a record of a child's process of learning, and includes work samples, records of observations, and screening tests. Ideally, a portfolio includes observations in the following forms: (1) anecdotal records, which are useful for recording spontaneous events; (2) checklists or inventories, which should be based on the development associated with the acquisition of skills; (3) rating scales, which are used to measure behavior that has several components; (4) children's responses to questions; and (5) screening tests, which identify children's skills. Besides containing a wide variety of work samples, portfolios used in early childhood education should contain a statement of purpose. Once the material in a portfolio is organized by chronological order and category, the teacher can evaluate the child's achievements. Portfolios are not meant for comparing children to each other, but for documenting individual children's progress over time. The use of portfolios also provides teachers with a built-in system for planning parent-teacher conferences. (BC)

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ED 351 151 PS 020 969

Pasemko, Judy Guthrie
Mixed-Age Grouping in Nongraded Primary Classes.
PUB DATE- Nov 92
NOTE- 168p.; M.A. Thesis, The University of British Columbia.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Child Development; Educational Change; *Educational Philosophy; *Elementary School Teachers; Foreign Countries; Mathematics Instruction; *Nongraded Instructional Grouping; *Parent Attitudes; *Parents; Peer Teaching; Primary Education; Questionnaires; *Teacher Attitudes; Teacher Characteristics; Tutoring
IDENTIFIERS- Anecdotes; British Columbia; *Mixed Age Groups

This study examined teachers' and parents' perceptions of pedagogical successes in, and problems with, the implementation

Increasing Graduation Rates of Migrant Students: A Framework for
Texas Schools. Migrant Education Series.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Attendance; *Educational Innovation; Elementary Secondary Education; *Graduation; High Risk Students; *Migrant Education; *Migrant Programs; Parent Participation; *Program Administration; Program Evaluation; School Effectiveness
IDENTIFIERS- *Texas

This document was developed to assist Texas school districts in planning and implementing quality programs for migrant students in the areas of identification and recruitment, parental involvement, improving academic achievement, and increasing graduation rates. A holistic framework is proposed to address the academic, social, and emotional needs of migrant students. The document also describes practices and procedures of schools that have improved the graduation rates of migrant students. Research on factors that increase school attendance, participation, and graduation of migrant students is also included. The practices described are innovative alternatives to traditional academic settings that have had limited success in addressing the special needs of migrant students. The following components are included: (1) rationale for migrant education programs; (2) description of needs assessment strategies; (3) recommended criteria for identifying at-risk migrant students; (4) recommended administrative policies, procedures, and initiatives for developing a district plan to increase the graduation rate of migrant students; (5) academic processes including curriculum, student needs assessment, developing individualized educational plans, instructional delivery, and monitoring and evaluating student progress; (6) counseling strategies; (7) parental and community involvement; (8) staff development; (9) student participation in school activities; and (10) suggestions for program evaluation. (LP)

ED 351 170 RC 018 849

Keith, Patricia Berg; Lichtman, Marilyn
Testing the Influences of Parental Involvement on Mexican-American Eighth Grade Students' Academic Achievement: A Structural Equations Analysis.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Family Characteristics; *Grade 8; Junior High Schools; Junior High School Students; Language Proficiency; Mexican Americans; *Parent Influence; *Parent Participation; Parent Student Relationship; Sex Differences; *Structural Equation Models
IDENTIFIERS- National Education Longitudinal Study 1988

This research investigated the influence of parental involvement

In an era when the U.S. educational enterprise, particularly in mathematics, physical sciences, and engineering, has been found to be seriously flawed and has come under criticism from many different sectors, it is essential for science and mathematics educators from the nation's predominantly undergraduate institutions to take the lead in confronting the issues and setting a new course for strengthening undergraduate science and mathematics. This report presents the goals of Project Kaleidoscope as well as a plan of action for the decade of the 1990's to meet these goals. The plan contains four major initiatives which involve changing undergraduate science and mathematics education through continued dialogue and partnerships between funders, policy makers, and science and mathematic educators. Specifically, the initiatives propose: (1) reforming the introductory course in undergraduate science and mathematics; (2) supporting the integrated teacher/scholar role of undergraduate science and mathematics faculty; (3) making disciplinary content and active learning central to the education of K-12 teachers of science and mathematics; and (4) developing partnerships focused on strengthening undergraduate science and mathematics. It is emphasized as well that in each of these initiatives, careful attention must be paid to underrepresented groups in science--women, minorities, and handicapped. Recommendations corresponding to each of these initiatives are given, and to illustrate the report's analysis of "what works" in this endeavor, a number of strong programs that address well-defined needs in liberal arts institutions are described. Chapters in this report include: "Forming Natural Science Communities," "Learning Science," Mathematics: The Foundation of Science," "Human Resources," "Faculty: Building a Community," and "Facilities: Supporting a Community." (PR)

ED 351 188 SE 052 953

Narum, Jeanne L., Ed.
What Works: Building Natural Science Communities. Resources for Reform. Strengthening Undergraduate Science and Mathematics. A Report of Project Kaleidoscope. Volume Two.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 92
NOTE- 422p.; For Volume 1, see SE 052 952.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Teaching; *Constructivism (Learning); *Educational Change; Educational Research; *Educational Resources; Females; *General Education; Higher Education; Liberal Arts; *Mathematics Education; Minority Groups; Science Curriculum; *Science Education; Science Instruction; Science Laboratories; Science Programs; Scientific Literacy; Undergraduate Study

The purpose of Project Kaleidoscope is to be a catalyst for action to encourage a national environment for reform in undergraduate education in science and mathematics in the United States. This report, the second of two volumes, presents ideas from Project Kaleidoscope that involve changing undergraduate science and mathematics education through continued dialogue and partnerships between funders, policy makers, and science and mathematics educators. Section 1 of this volume focuses on planning facilities for undergraduate science and mathematics. The perspectives on the planning process come from administrators, faculty, and design

IDENTIFIERS- Japan; *Mathematics Education Research

In 1986 the United States (U.S.)-Japan Seminar on Mathematical Problem Solving convened to compare the state of problem solving in the classroom and in research in the two countries. The data and results given in this paper are the results of research conducted in the United States in response to the 1986 seminar. The U.S. and Japanese research groups decided to collect problem solving data at the 4th, 6th, 8th, and 11th grade school levels. Problems were collected from a pool of problems submitted by both the United States and Japan. U.S. subjects were from at least two 4th-, 6th-, 8th-, and 11th-grade classes from large rural, small urban, and large urban schools in areas around Carbondale and Champaign/Urbana, Illinois; Pittsburgh, Pennsylvania; Gainesville, Florida; and Athens, Georgia. In addition to the problems, student questionnaires collected data on students' attitudes towards problem solving, their comparison of the problems to textbook problems, and their reactions to the problems. A teacher questionnaire collected information about the schools, teachers' views of their classes, their reactions to the problems, and their perceptions of how students worked on problems. These questionnaires are included in the appendix. Five research reports include the results for each of five problems developed for varying grade levels, as follows: (1) the "Marble Arrangement Problem" for grade 4 (researched by E. Silver, S. Leung, and J. Cai); (2) the "Matchsticks Problem" for U.S. students in grades 4 and 6 (M. Hart and K. Travers); (3) the "Marble Pattern Problem" for U.S. students in grades 6, 8, and 11 (K. Fouche and M. Kantowski); (4) the "Arithmogons Problems" for U.S. students in grades 8 and 11 (J. Becker and A. Owens); and (5) the "Areas of Squares Problem" for U.S. students in grade 11 (J. Wilson). (Contains 39 references, as well as references with chapters.) (MDH)

ED 351 205 SE 053 420

Burton, Grace; And Others
Second-Grade Book. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades K-6.
PUB DATE- 92
NOTE- 45p.; For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, ED 344 776-778, ED 344 783, SE 053 361, and SE 053 380.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Curriculum Enrichment; Data Collection; *Discovery Learning; *Discovery Processes; *Elementary School Mathematics; Enrichment Activities; Geometry; Grade 2; Instructional Improvement; *Learning Activities; Manipulative Materials; Mathematical Concepts; Mathematical Enrichment; Mathematical Models; Mathematics Education; *Mathematics Instruction; Number Concepts; Pattern Recognition; Primary Education; Probability; Problem Solving; Spatial Ability; Symmetry; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics," provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. This book, one in a series

print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Studies; Cultural Differences; *Cultural Education; Cultural Influences; *Curriculum Guides; Elementary Secondary Education; Foreign Countries; Foreign Culture; Learning Activities; *Multicultural Education; *Student Educational Objectives; Teaching Methods

This guide is for educators who wish to improve existing curricular frameworks for teaching about world cultures. The guide is anchored by six goal statements for student learning: (1) to begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.); (2) to recognize the part geographic setting and history play in shaping a culture; (3) to understand that change is natural and ongoing and that people are affected in different ways because of their value systems; (4) to understand the interdependence of people, groups, and nations; (5) to develop an awareness of how perspectives differ among individuals and between groups; and (6) to recognize the importance of individual and cultural differences within the context of certain cultural universals. Sample activities, separated by grade level, are organized to correspond to each of the six goals. Resources that teachers might use in conducting the activities also are suggested. Twelve sample lessons and a list of supplemental resources are included. Among the 12 lesson plans are the following: Introducing the Fiction of Other Countries through Folktales: Grades 5-12; Education in Africa; A Simple Chocolate Bar; How Do Others See Us? The Latin American Perspective; and People Are Just People. (DB)

ED 351 226 SO 022 380

Language: A Theme Guide to K-12 Curricular Resources, Activities, and Processes.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
NOTE- 67p.; For related documents, see SO 022 376, SO 022 385, and ED 247 149.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Education; Curriculum Guides; Elementary Secondary Education; Language Arts; Learning Activities; *Second Language Instruction; *Student Educational Objectives; Teaching Methods

This guide is for educators who wish to improve existing curricular frameworks about teaching about language. The guide is anchored by five goal statements for student learning: (1) to investigate the origin and early development of human communication systems; (2) to gain an appreciation for the rich variety of ways in which humans convey messages to each other (including oral, written, silent, and symbolic); (3) to explore in Our Title" (D. Heischman); "What Makes It Worthwhile" (R. Pitman); "Ritual, Memory, and Meaning" (F. Scoble); "Answering That of God" (L. Fischbeck); "A Two-Fold Providence" (L. Gruzen); "Personal Canon" (R. Spalding); "The Returns of Education" (D. Heischman); "What To Do about Religious Illiteracy" (G. Robbins); "The Challenge of Religious Pluralism: Three Responses for Chaplains" (D. Heischman); "'Tis the Season" (D. Heischman); "Happy (?) Holidays" (M. Gorman); "A Pedagogy of Service" (R. Gross); "Serving the Server" (E. Lauderdale); and "Making a Difference" (W. Coffin), (DB)

ED 351 248 SO 022 474

Chan, Adrian
Free To Choose: A Teacher's Resource and Activity Guide to Revolution and Reform in Eastern Europe.
PUB DATE- 91
NOTE- 38p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Current Events; Economics Education; Foreign Policy; High Schools; Instructional Materials; *Learning Activities; Political Issues; Revolution; *Secondary School Curriculum; Social Change; Social Studies; Teaching Guides; United States History; World History
IDENTIFIERS- *Europe (East)
This teaching guide for grades 9-12 contains resource materials and activity suggestions that are designed to improve students' knowledge of post-war Eastern Europe and enable them to appreciate current events. The activities are appropriate for use in high school social studies classrooms, as well as for economics, world history, and U.S. history courses. The activities include: "Introducing the New Europe"; "Mapping Europe"; "Glossary Terms: Old and New"; "Chronological Thinking"; "Cartoon Analysis"; "U.S. Foreign Policy"; "Inside Eastern Europe"; "Taking Sides"; and "More Critical Thinking Activities." The following handouts are included: pre-test and answer key; maps of Eastern Europe 1990, 1914-1919, and 1939-1949; glossary of new terms; chronology of Eastern Europe, 1945-1991; and cartoons. (Contains 33 references.) (DB)

ED 351 249 SO 022 475

The Global Product: Internationalization of the Auto Industry.
PUB DATE- 85
NOTE- 53p.; A product of the Japan Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; *Economics Education; Foreign Countries; *International Trade; Learning Activities; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *Automobile Industry; *Japan
This secondary level unit, designed for use in a social studies or introductory economics course, has students participate in decision-making activities about global auto production. Although Japan-United States interaction is emphasized, the concepts, terms and activities employed in the unit apply to other countries as well. The unit includes 11 student handouts

ED 351 271 SO 022 672

Gilliom, M. Eugene
An Analysis of Education in the People's Republic of China: Briefings and Discussions, Summer, 1977.
PUB DATE- 77
NOTE- 273p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communism; Comparative Education; *Educational Development; *Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; Industry; *International Education; *Study Abroad; Travel
IDENTIFIERS- *China

This document consists of transcripts that were taken from tape recordings made during a tour of China by U.S. social studies education students and their professor in 1977. The transcripts record briefings that the tour group received at educational institutions, briefings that the tour group received at educational institutions, factories and other sites in China, and of discussions with Chinese interpreters and educators. The transcripts are intended to document the status of the Chinese educational system and Chinese society in general in 1977, and to provide a background against which to study more recent developments in education and in society in China. The original proposal for the tour made to The Ohio State University and a follow-up evaluation of the program also are included. (DB)

ED 351 272 SO 022 687

Lockledge, Ann; Henson, Ted
The Study of Holidays: Possibilities for Depth and Breadth.
PUB DATE- 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 1990) and the North Carolina Council for Social Studies (Charlotte, NC, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; *Cross Cultural Studies; Cultural Context; *Elementary Education; *Holidays; Learning Strategies; Social Studies; Teaching Methods

This paper suggests that the study of holidays presents an opportunity for elementary school teachers to employ a range of social science disciplines and to teach their students the fundamentals of inquiry and critical thinking. The study of holidays from a cross-cultural perspective helps students to understand that peoples of all cultures find ways to celebrate, and that they celebrate for different reasons. Two brief case studies are presented in support of these contentions, and to provide teachers with examples. First, the customs involved with the celebration of Christmas are examined as they have evolved historically and across various cultures. Second, a number of holidays that are celebrated in countries and regions outside the continental United States are surveyed in order to demonstrate the variety of holidays that exist and that the promote autonomy and commitment; (2) develop reflective processes; (3) construct case histories; (4) identify and negotiate solution paths with students; (5) retrace solutions paths; and (6) adhere to the intent of the materials. Empowered, assertive students leave the program understanding the value of mathematics. They are able to plan for technology to be part of their mathematics program, and they understand they must construct nontextbook experiences for their students. (SM)

ED 351 292 SP 034 085

Carter, John Marshall
Trying the Triumvirate Approach at Oglethorpe: Integrating Teacher Education and the Liberal Arts and Sciences.
PUB DATE- Jun 92
NOTE- 10p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Collegiality; Elementary Secondary Education; Higher Education; *Interdisciplinary Approach; Interprofessional Relationship; Liberal Arts; Multicultural Education; Preservice Teacher Education; Student Teachers; *Teacher Education Curriculum; Teacher Improvement; *Teamwork
IDENTIFIERS- *Oglethorpe University GA

For 2 years, the division of education at Oglethorpe University (Georgia) has been building links among professors of teacher education, professors of liberal arts and sciences, and K-12 teachers (the triumvirate). The paper describes attempts to strengthen the multicultural dimension of the program. One very successful activity has been the development and execution of six seminars that brought together members of the triumvirate to discuss, plan, and execute integrated activities for student teachers before and during student teaching sessions. The seminars taught students how to integrate content into teacher education courses in K-12 English, biology, multiculturalism, mathematics, history, and foreign language. The triumvirate approach brought about changes in Oglethorpe's teacher education program including: (1) creation of new courses; (2) networking of teacher education/liberal arts/K-12 teaching professionals to improve teacher education curriculum; (3) development of related grant proposals; (4) involvement of liberal arts and sciences professors in training and evaluating student teachers; and (5) infusion of liberal arts into teacher training. The most immediate change coming from the triumvirate approach was in the way the three members of the triumvirate viewed each other's roles. (SM)

ED 351 293 SP 034 086

Blacketor, Paul G.; And Others
An Educational Leadership Model for the Twenty-First Century.
PUB DATE- Oct 91
NOTE- 19p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Employment Opportunities; *Equal Opportunities (Jobs); Foreign Countries; *Job Applicants; Job Search Methods; *Minority Group Teachers; *Occupational Surveys; Public Schools; Racial Distribution; *Teacher Recruitment; *Teacher Selection; Teaching (Occupation)
IDENTIFIERS- Classified Advertising; Toronto Board of Education ON

This evaluation was undertaken to answer three questions about the Toronto Board of Education's recruitment and selection of elementary and secondary teachers. The questions were: (1) What is the size of the racial minority job applicant pool for teaching positions? (2) Do racial minority job applicants have success rates like other job applicants with similar qualifications and experience? and (3) What are the major sources of information for job vacancies for white and nonwhite job applicants? Applicants for 1989-90 elementary and secondary teaching positions were given questionnaires asking them to describe their educational/professional qualifications, racial and ethnic status, and sources of information about teaching vacancies. Results indicate that 11 percent of applicants for elementary teaching positions and 26 percent of applicants for secondary teaching positions were members of racial minorities, predominantly East Indian, Chinese, and Caribbean; the overall success rate of white applicants was approximately twice that of nonwhites regardless of academic attainment, teaching qualifications, length of teaching experience, and country of training and experience; and newspaper classified ads were the major source of information about teaching job opportunities. Suggestions for future research, references, and 15 appendices complete the document. (LL)

ED 351 312            SP 034 145

Otuya, Ebo
Alternative Teacher Certification--An Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; Knowledge Level; Teacher Education; *Teacher Effectiveness; *Teacher Shortage; *Teaching (Occupation); Teaching Skills
IDENTIFIERS- ERIC Digests

This digest reviews alternative certification on the basis of educational quality and the need to fill teacher shortages. Following a definition of traditional certification, the alternative certification route is described as a process designed to certify candidates who have subject-matter competencies, without going through formal teacher preparation. Several studies have yielded information on the relationship between teacher knowledge and instructional practice and presented concerns and advantages of alternative certification. Alternative certification programs vary by state and may be designed to achieve different goals and objectives. Some evaluative studies that compare traditional and alternative certification routes have yielded inconclusive results, which can have far-reaching policy implications for effective predict intention to engage in seven specific categories of language learning behavior in an ESL instructional setting in Guangzhou, China. Subjects in the main study were 91 secondary school students with an average age of 16 years. They responded to a questionnaire about personal background and language learning intentions, attitudes, and social support. Sample questionnaire items are appended. Motivational intensity was also assessed. Results indicate that attitude and social support were highly predictive of behavioral intention and were significantly related to their determinants. These results are seen as demonstrating the model's utility for relating affective variables in ESL. A brief bibliography is included. (MSE)

ED 350 872 FL 020 743

Lane, Ian
Progressing through the Attainment Targets. Pathfinder 12. A CILT Series for Language Teachers.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Classroom Techniques; *Curriculum Design; *Difficulty Level; Educational Strategies; Elementary Secondary Education; Foreign Countries; French; *Intellectual Development; Modern Languages; Second Language Instruction; Second Language Learning; *Sequential Approach
IDENTIFIERS- *United Kingdom

This guide for language teachers offers a developmental approach to curriculum design for second language learning. The approach suggests a progression of tasks at various difficulty levels, geared to the gradual development of language knowledge, concepts, skills, and attitudes. Ten levels of attainment, or stages of learner development, are defined and grouped into five categories (teacher-dependent learner, learner able to get by, functioning linguist, independent and competent linguist, and linguistic intellectual). For each level, behavioral objectives in four language skill areas (listening, speaking, reading, writing) are specified. Within each category of learner stage, common learner characteristics, progression between stages, suggested exercises and class activities, and classroom teaching and lesson planning techniques are outlined. Examples are offered in French. All behavioral and curriculum recommendations are based on specifications of the United Kingdom's National Curriculum for modern foreign languages. (MSE)

ED 350 873 FL 020 744

Atkinson, Terry
Hands Off--It's My Go! IT in the Languages Classroom.
PUB DATE- 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; *Computer Literacy; *Computer Software; *Computer Uses in

students who seek their education in the United States and plan to return to their native countries. A quick review of reasons to seek foreign students notes that institutions should not do so without investigating the problems and additional duties that a foreign student program may entail. Also discussed are the diverse reasons why institutions seek international students; these range from financial gain to enriched experiences for the native students, to fostering an "international" education. A discussion of the politics and resources involved in a recruitment program offers suggestions for developing institutional readiness for the program. A further section discusses the practicalities and processes of recruitment and admissions including legal issues, communication, information and research, timing and transportation, and values. Also examined is the hosting of special programs and groups of international students. Two final sections offer resources for international recruiting (both passive and active strategies) and resources for international student retention (academically appropriate students, language skills, support services, and integration into the community). (JB)

ED 350 892 HE 025 868

Pickert, Sarah M.
Preparing for a Global Community. Achieving an International Perspective in Higher Education. ASHE-ERIC Higher Education Report No. 2, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 112p.; For a related ERIC Digest, see HE 025 989.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- College Administration; College Faculty; College Second Language Programs; Cultural Awareness; Curriculum Development; Educational Objectives; Educational Planning; Exchange Programs; Foreign Culture; Foreign Students; *Higher Education; *International Education; *Multicultural Education; *Student Mobility; *Study Abroad; Undergraduate Study

This report discusses the response of colleges and universities in the United States to the need of graduate students to become equipped to make personal and public policy decisions as citizens of an international society. Curriculum changes are showing a tightening of foreign language standards in schools of higher education and, throughout the curriculum, faculty are including material from other countries and advances in computer and satellite communication to enhance the international experience without leaving the classroom. Additionally, the international focus on higher education has been boosted through a major U.S. initiative that tripled federal spending on undergraduate study abroad. The United States is also cooperating with foreign representatives in working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credential reporting, licensing, and certification. Governments are also looking with increased regulatory fervor upon joint educational business ventures. Steps that faculty and administrators can take to improve international education on their campuses are explored, including widening the curriculum to expose students to other cultures, widening opportunities for international contact, and requirements, approaching financial aid officers, and handling the many other problems that can occur. A section on government financial aid delineates nearly 350 specific sources of financial aid available from federal and state governments. A section on private financial aid offers an easy-to-use table identifying top sources of privately awarded undergraduate scholarship and loans including description of each program, its eligibility requirements and application procedures and contacts. College financial aid is detailed in another section that profiles 1,600 undergraduate institutions on their expenses, financial aid resources, and application information. A table on freshman eligibility factors and effective net costs allows easy comparison of many institutions. Finally, the volume offers six indexes: (1) non-need scholarships for freshmen; (2) athletic grants; (3) co-op programs; (4) campus military programs; (5) tuition waivers; and (6) tuition payment alternatives. (JB)

ED 350 912 HE 025 889

Bauslaugh, Gary
Undergraduate Education in British Columbia: Choices for the Future. Summary of Discussion Paper and Discussion Paper.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Community Colleges; *Curriculum Design; Distance Education; Educational Change; *Educational Environment; Foreign Countries; Futures (of Society); Higher Education; Long Range Planning; *Student Needs; Teacher Attitudes; *Undergraduate Study
IDENTIFIERS- *British Columbia

This discussion paper explores issues facing undergraduate education in British Columbia as community colleges there achieve degree-granting status and the needs of students become increasingly diverse. The paper opens by considering the undergraduate student and examining the goals of undergraduate education. The central three chapters discuss various alternative approaches to undergraduate education. A chapter on curriculum concerns the balance between specialized and general education. A chapter on learning environment argues for the importance of creating communities of learners which foster more collaboration between faculty, between students, and between faculty and students. The chapter on faculty discusses ways in which faculty working conditions and expectations influence the learning experience for students. Chapters 5 and 6 examine choices for postsecondary education that would lead to a richer, more diverse system. The concluding chapter presents a vision of a postsecondary system characterized by diversity, consisting of a few research-oriented large universities and a network of smaller alternative degree-granting institutions offering a rich variety of programs supported in principle by public policy, and developed through the creative efforts of faculty in various institutions. A summary of the paper is included. References are included for most chapters. (JB)

ED 350 913 HE 025 890

students do not want alcohol available at campus events and that 87 percent do not want other drugs available. Trends from 1989 to 1991 showed a slight decrease in the average number of drinks consumed per week, and in the number of alcohol binges in the last two weeks. In addition, there was a 33 percent increase in the number of students reporting an awareness of campus alcohol and drug prevention efforts. The document illustrates the findings with bar graphs and explanation. Appendixes contain the core instrument and a table showing characteristics of the population surveyed. (JB)

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ED 350 932 HE 025 910

Noble, Keith Allan
An International Prognostic Study, Based on an Acquisition Model, of Degree Philosophiae Doctor (Ph.D.).
PUB DATE- 92
NOTE- 230p.; Doctoral Dissertation, University of Ottawa.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; *Academic Standards; Curriculum Research; Data Collection; *Degree Requirements; Degrees (Academic); *Doctoral Degrees; *Doctoral Programs; Foreign Countries; *Graduate Study; Guidelines; Higher Education; Literature Reviews; Models; Questionnaires; Research Methodology

This thesis documents an exploratory study of the degree Philosophiae Doctor (Ph.D.). A Ph.D. acquisition model was used as the conceptual framework for the investigation. The model incorporated the three fundamental components of the degree (lengthy study, original research, thesis preparation), which were determined from the historical and regulatory literature. The study sought to answer the question of what effect, either positive or negative, the experts believed altering the fundamental components of the degree Philosophiae Doctor, would most likely have on the resultant degree. Data to answer this question were derived using the prognostic Delphi technique involving a panel of 67 (15 females, 52 males) English-speaking individuals associated with higher education. In Round 1 of the questionnaire study, panelists identified Ph.D. degree-related problems that were validated against the prescriptive literature (1960-1988). Round 2 generated predictive responses about the outcome of 18 hypothetical actions which address the most frequently raised problems in Round 1. A reiterative Round 3 resulted in acceptably stable prognoses for the majority of the responses. The implications of these programs as they relate to the traditional and four non-traditional Ph.D. degrees and to university administrators are discussed. Appendices include the questionnaire and several of the study's components. Contains approximately 250 references. (Author/GLR)

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ED 350 933 HE 025 911

Black, Harry; And Others
Furthering Education? Links between Schools and Further Education Colleges in Lothian Region.
PUB DATE- Sep 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Information Analyses/State-of-

nurturing human resources; and understanding. The final two chapters concern the creation of a culture in which the pursuit of quality becomes the standard operating procedure within the organization, and describes how the management philosophy and tools outlined in the book can help promote quality by utilizing sharply-defined measures. Contains an index and a 26-item bibliography. (GLR)

ED 350 952 HE 025 930

Eaton, Judith S.
The Unfinished Agenda: Higher Education and the 1980's. American Council on Education/Macmillan Series on Higher Education.
PUB DATE- 91
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; Educational Change; Educational Finance; Educational Trends; Federal Legislation; *Higher Education; Individualism; *Politics of Education; *Public Policy; *Racial Relations; Sociocultural Patterns; *Student Financial Aid; Trend Analysis
IDENTIFIERS- Higher Education Act Amendments 1986; Reagan Administration; Special Interest Groups

This volume provides analysis of key issues in higher education during the 1980s and considers some of the political and social features of public life that affected higher education during the decade. The issues are presented in seven chapters, the first of which offers an overview of higher education in the 1980s covering political and public life, the academic community, and the unfinished agenda for the 1990s. Chapter 2 looks at political preferences and values in the 1980s and considers legislative background, the Reagan agenda, and implications for higher education. Chapter 3 examines public life and argues that assertion of individualism and preference for interest-group behavior produced an increasingly diminished quality of public life. Chapter 4 looks at educational reform focusing on seven key reports of the decade, the educational establishment, and three major approaches to higher education: the conservative approach, the establishment approach which developed during the 1960s and 1970s, and a third agenda, the radical-education approach. Chapter 5, "Financing Students," looks at student aid and educational purpose, the 1986 Higher Education Reauthorization Act, issues under discussion for financing students, and ways to improve access and aid. Chapter 6 concerns issues of race in higher education, and describes the situation and initiatives for change. Chapter 7 summarizes the tasks before higher education in the 1990s. Included are over 130 references and an index. (JB)

ED 350 953 HE 025 931

Tucker, Allan; Bryan, Robert A.
The Academic Dean: Dove, Dragon, and Diplomat. Second Edition.
PUB DATE- 91
NOTE- 306p.; For first edition, see ED 289 404.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

proper values and ethical thinking in its students for the well-being of society. The collegiate ethos, the practices and customs of the institution, are important in fostering responsibility for individual and social welfare. The scholar's role is crucial because of his or her power to define reality for and exercise control over society in general and students in particular. Often ethical problems exist due to the competing needs of the various roles inherent in the scholar, involving teaching, discovery, application, and integration. To assist in dealing with these problems, the institution itself must take a leadership role by: properly formulating mission statements based on ethical practices and concerns; fostering collaboration among all faculty, administrators, staff, and students to work with the values necessary for institutional effectiveness and overall integrity; and employing the use of models of ethical decision making. The academic environment must foster the importance of human dignity, nourishment of growth and achievement, and respect of others. Such an environment is defined as a learning community. Contains 10 references. (GLR)

ED 350 971 HE 025 989

Pickert, Sarah M.
Preparing for a Global Community. Achieving an International Perspective in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 4p.; For the full length report, see HE 025 868.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- College Administration; College Faculty; College Second Language Programs; Cultural Awareness; Curriculum Development; Educational Objectives; Educational Planning; Exchange Programs; Foreign Culture; Foreign Students; Higher Education; *International Education; *Multicultural Education; *Student Mobility; *Study Abroad; Undergraduate Study
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title. The report discusses the response of colleges and universities in the United States to the needs of graduate students to become equipped to make personal and and public policy decisions as citizens of an international society. It notes that curriculum changes in higher education are showing greater enhancements of the international experience in the classroom and a tightening of foreign language standards. Federal spending in undergraduate study abroad has also increased substantially, as well as the U.S. commitment to working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credential reporting, licensing, and certification. Steps that faculty and administrators can take in this environment include widening the curriculum to expose students to other cultures, widening opportunities for international contact, and evaluating organizational structures that help or hinder international activities. Contains six references. (GLR)

ED 350 972 HE 025 990

Chaffee, Ellen Earle; Sherr, Lawrence A.

presenting the three main objectives of the simulation, which operates on a 5-year time frame: (1) exporting makes good business sense; (2) researching and developing an international marketing plan is important; and (3) discovering proper export management will permit global marketing. Operational dimensions of the program are then explained: Memo--prompts action; Decision Panel--offers further information and asks players to make choices; Information Screen--presents factual and relevant material; Business Brief--presents a current anecdote; Decision--player must act; and Results of Decision--immediate and cumulative feedback. Table I provides the topics covered by World Atlas, a software package that can be used in conjunction with Export to Win!, and addresses are given for the publishers of the two products described. (Contains 3 references.) (ALF)

ED 350 989 IR 015 800

Sondak, Norman; Sondak, Eileen
Ideas without Words--Internationalizing Business Presentations.
PUB DATE- 91
NOTE- 11p.; Paper presented at the Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Classification; Computer Assisted Design; *Computer Graphics; Computer Software; Desktop Publishing; Information Transfer; *Intercultural Communication; International Communication; Microcomputers; Production Techniques; Spreadsheets; *Visual Aids; Visual Literacy
IDENTIFIERS- *Message Design

This paper presents elements of the computer graphics environment including information on: Lotus 1-2-3; Apple Macintosh; Desktop Publishing; Object-Oriented Programming; and Microsoft's Windows 3. A brief scenario illustrates the use of the minimization principle in presenting a new product to a group of international financiers. A taxonomy of four basic classes of graphics applications contains: (1) Analytical Graphics--the largest and most important use of computer graphics in business and science including tables, charts, and graphs; (2) Presentation Graphics--used to support a premise or argument, more colorful, text-oriented and elegant than analytical graphic devices; (3) Illustrative Graphics--designed to clarify an idea or concept, instructional and informational, portrays objects realistically; and (4) Story Graphics--used to make the entire presentation with no text or documentation, flexibility is key. The application of the minimization principle and the taxonomy of graphics to graphic design is used in order to improve information transfer in international settings; increase the focus of presentations; and achieve language independence in presentations. (Contains 18 references.) (ALF)

ED 350 990 IR 015 803

Turner, Sandra
Hypermedia, Multimedia: What's Going On in Today's Classrooms?
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

learner, it should be done only after considering the requirements of the content and the constraints facing both teacher and students. Adhering to sound principles of instructional development will provide a process and procedural framework for addressing the instructional challenges that will surely arise. This digest describes the four basic stages of the process in detail: (1) Design Stage--gather information, define the problem, understand distant learners and their needs, establish instructional goals and objectives; (2) Development Stage--create a content outline and student-relevant examples, review course content and strategies, develop and select materials and delivery methods; (3) Evaluation Stage--formative, summative, quantitative and qualitative methods; and (4) Revision Stage--resulting from the evaluation process. (Contains 8 references.) (ALF)

ED 351 008 IR 015 870

Willis, Barry
Strategies for Teaching at a Distance. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Delivery Systems; *Distance Education; Educational Planning; *Educational Strategies; Educational Technology; Needs Assessment; Nontraditional Education; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- ERIC Digests

Effective teaching at a distance is more the result of preparation than innovation. The distance educator can employ a number of strategies focusing on planning, student understanding, interaction, and teaching to ensure a successfully delivered course. This digest discusses six topics in teaching at a distance: (1) What's Different about Distance Teaching?--lack of visual cues, use of technological devices, lack of spontaneous class discussion; (2) Why Teach at a Distance?--opportunities to reach a wider audience, meet the needs of learners, involve outside speakers; (3) Improving Planning and Organization--the core content remains basically unchanged, although its presentation requires new strategies and additional preparation time; (4) Meeting Student Needs--adapt the delivery system to best motivate and meet the needs of the students so that they can quickly become comfortable with the nature of teaching and learning at a distance; (5) Improving Interaction and Feedback--using effective interaction and feedback strategies will enable the instructor to identify and meet individual student needs while providing a forum for suggesting course improvements; and (6) Use Effective Distance Teaching Skills--this requires enhancing existing skills rather than developing new ones. (Contains 7 references.) (ALF)

ED 351 009 IR 015 873

McLaughlin, Pamela
Computer Applications in Education: The Best of ERIC 1991.

three million volumes of these materials. Cooperation is a major focus in these and other efforts. Although preservation must be accomplished at the grassroots level, funding for grassroots efforts is scarce. To make a case for preservation support, archivists and librarians need to assess the current condition of their collections and plan for action. An accurate assessment of their needs is of paramount importance to planning for action and receiving funding. Parental institution or in-house support is the first step in establishing a successful preservation program. In competition for ever-restricted resources, preservation can be touted as an expenditure that will save great quantities of resources in the future. Faculty, alumni, and Friends groups are all good sources of support for preservation programs. Grants can also be sought for restoration and conservation projects of special collections that require more funding than the regular preservation budget can accommodate. (A description of fund-raising resources and ideas includes nine references to organizational and printed sources of information.) (KRN)

ED 351 026 IR 054 221

Illinois Public Library Statistics: A Guide for Librarians and Trustees, 1990-1991.
SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Financial Support; *Income; *Library Circulation; *Library Collections; *Library Expenditures; *Library Personnel; Periodicals; *Public Libraries; Reference Services; Salaries; Tax Allocation; Users (Information)
IDENTIFIERS- *Illinois; Library Services and Construction Act

The fourth in a series, this publication presents a statistical picture of Illinois Public Libraries during the 1990-1991 fiscal year. Its purpose is to provide librarians and trustees with statistics that can be compared to those of other libraries of similar size and environment to determine whether the library is above or below the average for its system or population group, to justify library actions and budgets, to plan for library service, and to evaluate the library's progress. The information was derived from the 1990-91 Illinois Public Library Annual Report forms. Three statistical views of Illinois public libraries are presented. Section I, Illinois Public Library Statistics Listings, provides data about library operations, use, resources, and finances for each public library submitting an Illinois Public Library Annual Report of Fiscal Year 1990-91. Section II, Public Libraries Grouped by Size of Population Served, describes statistical averages and percentiles for libraries providing direct service to populations of different sizes. Section III, Public Libraries Grouped by System, reports statistical averages and percentiles for libraries providing direct service with membership in one of the state's 18 library systems. An executive summary provides state-level statistics and compares library services, income, and expenditures with those in other states. Appended are: (1) Library Locations and Legal Names Cross-Reference; (2) Definitions and Acronyms; and (3) Illinois Public Library Annual Report Form 1990-1991. (KRN)

ED 351 027 IR 054 222

copy of the 1990-91 questionnaire and a section of footnotes to the ARL Preservation Statistics for each member institution conclude the report. (Author/KRN)

ED 351 043 JC 910 229

Suffet, Eileen
Freshman Seminar. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 29 Sep 88
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Career Exploration; *College Freshmen; Community Colleges; Course Descriptions; *Courses; School Holding Power; *School Orientation; *Study Skills; Test Wiseness; Two Year Colleges; Two Year College Students; *Vocational Education; Writing Skills
IDENTIFIERS- *Freshman Seminars; Manor Junior College PA

During 1987-88, Manor Junior College, in Jenkintown, Pennsylvania, developed a semester-long freshman seminar designed to help students understand the college system, to strengthen students' identification with their vocational program and career choice, and to improve students' academic competencies and confidence in their ability to achieve academic success. Students met in groups for 2 hours per week to discuss many topics, including vocational academic policies and procedures, vocational program requirements, grade point averages, and career identification; and to develop skills associated with communication, reading texts, time management, test taking, and note taking. Students were also given weekly writing assignments related to their vocational programs and career goals. Due to late notification of funding, a planned course segment involving competency-based computerized lessons had to be canceled. Student participants reported having difficulty maintaining close ties with the Freshman Seminar instructor the semester following the course. They also expressed dissatisfaction with the amount of work required by the non-credit seminar. As a result, instructors recommended that the freshman seminar be offered as a year-long course, and the curriculum committee assigned two college credits to the course. Two unplanned positive outcomes were that the counseling office reported seeing considerably fewer students with problems, and relationships between the students and the seminar instructors proved to be a valuable asset in solving student problems quickly. The seminar's syllabus, faculty meeting agendas, and sample student and teacher evaluation forms for the course are attached. (MAB)

ED 351 044 JC 920 283

L'enseignement collegial: des priorities pour un renouveau de la formation. Rapport sur l'etat et les besoins de l'enseignement collegial. (College Education: Priorities for Renewal. Report on the Status and the Needs of College Education).
PUB DATE- 92
NOTE- 445p.; A 35-page summary of highlights in English is included.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 351 059 JC 920 536

Eller, Vercie M.; And Others
Preventing AIDS Tomorrow through Education Today.
PUB DATE- 91
NOTE- 203p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Civil Liberties; Community Colleges; Community Programs; Course Content; Disease Control; *Health Education; Health Materials; Health Promotion; Instructional Materials; Personnel Policy; Physical Health; Policy Formation; *Public Health; *Sex Education; *Sexuality; *Social Attitudes; Social Bias; Teaching Guides; Two Year Colleges
IDENTIFIERS- Homophobia; *North Carolina

In an effort to prevent the further spread of HIV (Human Immunodeficiency Virus) infections, and to minimize unwarranted fear about HIV transmission, as well as the subtle and overt limitation of people's rights resulting from this fear, the North Carolina Department of Community Colleges developed a course entitled "Preventing AIDS (Acquired Immune Deficiency Syndrome) Tomorrow through Education Today." This instructional manual details the components and activities of the course, which was designed for faculty to use with college students, business and industry employees, and community members. Introductory material presents course implementation guidelines, 15 tips for instructors, and suggested teaching/learning activities for adults. Objectives, activities, transparencies, handouts, and lists of equipment, supplies, audiovisual materials and other resources are provided for each of the following 2-hour sessions: (1) "Learning about AIDS," which covers all of the basic information that the layperson should know about HIV, including stages of infection, medical treatment, myths, transmission routes, high-risk behavior, and prevention strategies; (2) "Practicing Prevention," which draws on the basic AIDS information, utilizing role plays, brainstorming, and problem-solving techniques, to explore how the sexually active person can make prevention decisions; (3) "Dealing with Issues, Conflicts, and Fears," which examines homophobia and other emotional issues surrounding HIV, particularly as they relate to minorities, gay men, and intravenous drug users in a socioeconomic and political context; and (4) "AIDS: Policy and Education at the Worksite," which provides an overview of session one, and then explores guidelines for AIDS policymaking in the workplace. The manual concludes with a variety of AIDS resources: (1) lists of resource organizations and materials; (2) a multimedia bibliography of 44 items; (3) a list of questions students might ask; (4) an AIDS knowledge and attitudes questionnaire; (5) guidelines for caregivers and for families; (6) a summary of laws and regulations; and (7) information sheets on AIDS and HIV infection and control measures. (MAB)

ED 351 060 JC 920 538

Burrill, Dwight A.; Leff, Benay C.
QUEST and YESS: Versatile Survey Instruments for Evaluating

example, to reduce variation in materials (as an "input"), an institution can purchase from first rate suppliers on a partnership long-term basis. Finally, TQ redefines a leader as a resource person, facilitator, or team leader, and views teachers as coaches or helpers. Students learn to be intrinsically motivated to enhance their natural curiosity, self-esteem, and personal dignity. (PAA)

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ED 351 075 JC 920 553

Clagett, Craig A.; Kerr, Helen S.
An Information Infrastructure for Enrollment Management: Tracking and Understanding Your Students.
PUB DATE- Nov 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; Community Colleges; *Data Collection; Educational Policy; *Enrollment; *Enrollment Influences; Enrollment Projections; Enrollment Trends; Followup Studies; *Institutional Research; *Management Information Systems; Models; School Holding Power; School Surveys; Student Educational Objectives; Student Financial Aid; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Enrollment Management

Enrollment management is defined as coordinated effort to influence the size and characteristics of an institution's student body through recruitment, admissions, pricing, financial aid, advising, and other policy choices. Enrollment managers must understand the forces that influence individual decisions about college choice and persistence. One enrollment management model analyzes student enrollment in a six-stage linear student flow model, from initial inquiry, through applications, enrollment, persistence, completion, and continuing to post-graduate follow-up. For each of these six stages, two types of information are needed: performance monitoring indicators; and in-depth policy research and analysis. To implement a framework, an institution should consider the following five steps: (1) review the literature on college-choice, student/institution fit, and student retention; (2) develop a performance monitoring indicator system; (3) construct longitudinal cohort tracking files; (4) identify patterns in aggregate student behavior; and (5) conduct survey and focus group research to illuminate key student decision points. After reviewing each of these five steps in depth, this report describes the following enrollment management research approaches utilized at an urban community college: focus group study of delayed-entry students; geo-demographic market analysis; telephone survey of non-returning students; and patterns of attendance analysis. For each research approach, the types of questions addressed, and the utilization of results are explored. A 23-item bibliography is included. (PAA)

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ED 351 076 JC 920 554

Kapraun, E. Daniel; Heard, Don
Financing Community Colleges. Review of Trends and Annotated Bibliography, 1976-1991.
PUB DATE- 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB DATE- Jun 82
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Freshmen; *College Preparation; Community Colleges; Enrollment Trends; Full Time Students; Institutional Characteristics; National Surveys; *School Demography; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- American Association of Community and Junior Colls; ERIC Digests; National Center for Educational Statistics

While numerous studies have examined the demographic, social, and economic characteristics of two-year college students, a composite profile for the approximately 4.5 million credit students at the nation's two-year colleges is more difficult to come by. Within certain limitations, however, a profile can be developed of these students. Two-year colleges enrolled 55% of the American Indian/Alaskan Natives in higher education, 42% of the Black students, 54% of the Hispanic students, 34% of the White students, and 21% of non-resident aliens. Since 1977, women have accounted for slightly over 50% of community college enrollment. According to the American Association of Community and Junior Colleges, the mean age of students enrolled in 1980 was 27, the median was 23, and the modal age was 19. Data also revealed that, despite their many differences, students at two- and four-year colleges had educational objectives similar to university students. While full-time freshmen at two-year colleges face greater obstacles in terms of income, academic background, and self-esteem, they aspire to the same upward mobility as other college and university students. (MAB)

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ED 351 093 PS 020 319

Halberstadt, Amy G.
Maternal Expressiveness & Emotionality: Socialization of Children's Expressiveness.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Behavior; Affective Measures; *Anger; Children; *Emotional Development; *Emotional Response; Models; *Mothers; Parent Child Relationship; Parent Influence; Predictor Variables; *Socialization

A study conducted in two types of laboratory settings and one school setting tested a model of the development of emotional expression. The model included: (1) societal, peer, and family influences; (2) self-factors, such as physiological, affective, motivation, cognitive, and personality variables; and (3) self-mediators, which act as filters through which other variables are accepted or rejected. All these factors are mutually influential and interactive. In the study, heart rate, gender, maternal expressiveness, and maternal anger were investigated

ED 351 111 PS 020 760

Peltzman, Barbara Ruth
Guidelines for Early Identification and Strategies for Early Intervention of At-Risk Learning Disabled Children.
PUB DATE- Aug 92
NOTE- 12p.; Paper presented at the World Congress of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Children; Early Childhood Education; *Early Intervention; *Educational Diagnosis; *Learning Disabilities; *Symptoms (Individual Disorders)

This paper discusses the importance of early identification and early intervention for at-risk learning disabled children. In order to ensure an adequate education for all children, parents and teachers must become diagnosticians who identify and meet the needs of at-risk children early enough to prevent serious problems. Eleven questions were developed to provide guidelines to assist parents and teachers in the identification process and to provide a tool for the construction of a profile of the at-risk child. The questions ask: Is the child hyperactive or lethargic? Is the child uncoordinated? Does the child exhibit preseveration behavior (i.e., does he/she repeat the same motion or action over and over again)? Does the child suffer from emotional problems? And finally, does the child have problems with perception, symbolization, attention span, memory, speech, or developmental tasks? When a child is evaluated and found to be at risk, a program to assist the child must be developed. At-risk children do not need to be pushed into academic learning, but require time to practice and over-learn skills, adult assistance in an unhurried atmosphere, specific direction, choices within skill areas, and, most of all, success. (MDM)

ED 351 112 PS 020 769

Galen, Harlene
Increasing Parental Involvement in the Primary Grades: The Magowan School Model.
PUB DATE- 6 Aug 92
NOTE- 15p.; Paper presented at the Meeting of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Primary Education; Program Descriptions; *Program Effectiveness
IDENTIFIERS- Edgewater Park Township School District NJ; *Parents as Partners in Learning Project NJ

Each school's version of a partnership with parents is unique, and no generic model exists. Designated in 1988 as one of 14 model schools in the New Jersey State Department of Education "Parents as Partners in Learning" project, the Mildred Magowan school in Edgewater Park has followed a systematic approach the problem of child survival and child development in Africa. The following issues are explored: (1) the development of an agenda for dealing with the fundamental issue of Africa's underdevelopment that is in the best interest of Africans and their children; (2) the promotion of child welfare through the empowerment of families and communities; (3) the use of the African concepts of childhood and socialization, and the strong emotions and expectations that Africans have for their children, as the bases for any campaigns or programs for promoting child welfare and development; (4) the empowerment of Africans by means of technical information; and (5) the creation of public awareness in Africa, as a result of which the general public, communities that are at risk, and various other national and international groups will become informed about the issues and problems of child survival and child development in Africa. (SM)

ED 351 132 PS 020 877

Bailey, Linda S.
The Positive Educational Effects of Well-Trained Volunteers in the Kindergarten Classroom.
PUB DATE- Aug 92
NOTE- 81p.; Educational Leadership Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Brainstorming; *Inservice Education; *Kindergarten; *Parent Participation; Parent School Relationship; *Preschool Teachers; Primary Education; Questionnaires; *Training Methods; Volunteers; *Volunteer Training
IDENTIFIERS- *Volunteers in Education

This practicum report describes a 12-week intervention designed to help parent volunteers in six kindergarten classrooms better perform their volunteer work, which included such tasks as grading papers, decorating bulletin boards, and listening to children read. Objectives of the intervention were that: (1) a total of 90 percent of volunteers would feel better prepared to do volunteer work; (2) a total of 90 percent of teachers would feel that the volunteers were better prepared; and (3) volunteers would use critical thinking skills to devise ways to improve their performance of volunteer duties. The intervention involved a series of in-service training sessions for volunteers; discussions about volunteer issues involving teachers at faculty meetings and parents at meetings of the Parent-Teacher Organization; and individual interviews with teachers and volunteers. Postintervention surveys indicated that there was unanimous support from parents for the program and its benefits, and that teachers felt volunteers were better prepared for their volunteer work as a result of the intervention. Participants in training sessions were able to use critical thinking skills to devise ways of improving their volunteer work. Appendixes include copies of teacher and volunteer surveys, and various materials relating to the volunteer program. (BC)

ED 351 133 PS 020 888

Fox, Jill Englebright
A Selected Review of Literature on African American Culture.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

of mixed-age classes in primary education. Questionnaires were completed by 44 teachers in 2 British Columbia school districts, and by 41 parents of children in mixed-age classes in those districts. Some of the teachers were teaching mixed-age classes. Both teachers and parents more frequently reported benefits than concerns for children in mixed-age classes. Teachers showed a general understanding of the philosophy supporting mixed-age grouping, but were less clear about the ways in which mixed-age grouping supports peer tutoring, and about the benefits of mixed-age grouping for the older children in a class. Teachers identified mathematics as the curriculum area most difficult to cover in mixed-age classes. The most frequently reported source of teachers' learning about mixed-age grouping was practical experience, and they also most frequently reported a knowledge of child development as an important quality for a teacher in a mixed-age class. A reference list of 42 items is provided. Appendixes include copies of the teacher and parent surveys, tables of data compiled from responses to the surveys, and anecdotal comments excerpted from the survey responses. (BC)

ED 351 152 PS 020 988

Sticking Together: Strengthening Linkages and the Transition between Early Childhood Education and Early Elementary School. Summary of a National Policy Forum (1st, Washington, D.C., September 12-13, 1991).
PUB DATE- Nov 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Policy; *Family School Relationship; Parent Participation; *Preschool Education; *Primary Education; Student Evaluation; *Transitional Programs
IDENTIFIERS- Developmentally Appropriate Programs; *Linkage; Regional Educational Laboratories

This document summarizes presentations made at a national policy forum concerning children's transition from home and preschool to the first years of elementary school. Three presentations by individual speakers examined: (1) the strategic importance of linkages and the transition between early childhood programs and early elementary school; (2) program coordination and other issues in strengthening linkages; and (3) findings and implications of a study on transitions to kindergarten in American schools. Three panel discussions considered the following topics: assessment issues related to transition; policy issues related to developmentally appropriate curricula, parental involvement, and multiculturalism; and administrative issues and barriers to the development of stronger linkages and transition programs. Small group sessions discussed barriers to, strategies for, and policy implications of, the development of transition programs. These sessions also tried to incorporate the information presented in the forum into regional agendas for support of transition programs. Appendices include a list of forum participants and a description of the early childhood program efforts of each of the 10 educational research laboratories. (BC)

ED 351 153 PS 020 993

Follman, Caroline
Sharing Success in the Southeast: Promising Programs in Preschool-to-School Transition.

on the academic achievement of 1,714 Mexican-American 8th-grade students, a subsample of the National Education Longitudinal Survey (NELS 88). A structural equation model was used to investigate the direct, indirect, and total effects of parental involvement, previous academic achievement, and home rules on standardized achievement tests. Both the student and the parent surveys were used in the study. Results indicate the following: (1) parental involvement does influence positively the academic achievement of 8th-grade Mexican-American students; (2) parents who have a high socioeconomic status and whose children have previously obtained high grades tend to be more involved in their childrens' education and have higher educational aspirations for their children; (3) parents are more involved with female children than with male children; (4) parents' language proficiency does not influence academic achievement but does influence parental involvement; (5) the strongest influence on academic achievement was previous achievement (grades); (6) family rules did not affect students' academic achievement; (7) Mexican-American males had higher overall academic achievement when compared to Mexican-American females; and (8) children whose parents were born outside of the United States had slightly higher math achievement than children whose parents were born in the United States. Suggestions for future research are included. (LP)

ED 351 171 RC 018 850

Roy, Loriene, Comp.
Pathfinders for Finding Information on Native Americans with Disabilities.
PUB DATE- Jul 92
NOTE- 84p.; Papers presented at the Conference on American Indians with Disabilities (Phoenix, AZ, June, 3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; *Acquired Immune Deficiency Syndrome; *Alcoholism; *American Indians; Amputations; Annotated Bibliographies; Assistive Devices (for Disabled); Diabetes; Disabilities; *Physical Disabilities; Research Tools; *Visual Impairments
IDENTIFIERS- *Americans With Disabilities Act 1990; Fetal Alcohol Syndrome; *Native Americans

This bibliography offers strategies for locating information on selected topics of concern to those working with Native Americans with disabilities. The strategies are arranged in a format called a pathfinder. Each pathfinder follows a similar format, beginning with a brief overview of the topic, followed with an annotated bibliography, and concluding with the pathfinder that lists different types of information on the topic. The pathfinder identifies and describes available sources, including journal articles, monographs, data files, government documents, research reports, and videos or audio tapes. Pathfinders also cover indexes, catalogs, directories, dictionaries, CD-ROM projects, or online databases. The bibliography contains the following pathfinder titles and authors: (1) "Native Americans and Fetal Alcohol Syndrome: A Pathfinder" (Holly B. Koelling); (2) "Native Americans and AIDS: A Pathfinder" (Holly B. Koelling); (3) "Locating Information on Native Americans with Diabetes and Visual Impairments: A Pathfinder" (Craig R. Dowell); (4) "Native professionals, each underscoring the need for a clear vision of the institutional mission and of the way science and mathematics relate to and undergird that mission. The architectural layouts provided suggested approaches to designing facilities that support good teaching and learning in science. Section 2 presents a discussion and inventory of the research undertaken as a part of Project Kaleidoscope. The greater part of this section is made up of four appendixes providing information on institutional classifications, a paper describing some limitations of the data, a set of 57 tables, and maps showing locations of Hispanic Association of Colleges and Universities, institutions and Historically Black Colleges and Universities. Section 3 consists of selected writings that address aspects of the liberal arts experience that must be reviewed as reforms are being considered. (PR)

ED 351 189          SE 053 079

McFadden, Charles
Teaching SciencePlus: An Observational Survey of Science Teaching in New Brunswick and Novia Scotia, Grades 7, 8 and 9.
SPONS. AGENCY- New Brunswick Dept. of Education, Fredericton (Canada).
PUB DATE- Nov 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Learning; Discussion (Teaching Technique); Educational Research; Educational Strategies; Foreign Countries; Junior High Schools; *Lesson Observation Criteria; Science Education; *Science Instruction; *Time Factors (Learning)
IDENTIFIERS- Hands on Science Activities; New Brunswick; Nova Scotia; *SciencePlus

After several years of curriculum writing workshops and field-testing of draft materials, involving approximately 150 teachers, the SciencePlus program was implemented in Nova Scotia and New Brunswick between 1986 and 1991. SciencePlus programs provide a shift from an overwhelming emphasis on fact-recall testing to a predominate emphasis on testing for understanding of concepts and ideas. The SciencePlus program has been associated with a doubling of the frequency of hands-on practical activities. The paper describes the observational research carried out during the 1990-91 school year in grade 7, 8 and 9 science classrooms in New Brunswick and Nova Scotia. Sixty-three teachers from 25 randomly selected classrooms were observed on an unannounced drop-in basis for 165 lessons. During only 12.7 percent of the observed class time was whole class non-interactive teaching taking place, which was a decrease from the 35 percent level found in 1977. Students were found to be engaged in hands-on explorations during more than one-quarter of the lessons observed. Demonstrations were equally frequent and were usually conducted as part of a heuristic strategy, with extensive student input and guidance. Seventy-two percent of the class time was used for meaningful learning. The following improvements are needed: (1) greater use of cooperative learning; (2) a uniformly high rate of occurrence of hands-on, minds-on learning; (3) more student-initiated learning; and (4) more attention to science, technology, and society and the nature of science. (PR)

ED 351 190          SE 053 110

designed to interpret and illustrate how the vision could be translated into classroom practice, begins with a preface describing the rationale for transforming the mathematics classroom into a sense-making experience with new roles for both student and teacher. The book presents second-grade activities that have been infused with an investigative flavor, exploring both traditional and new topics in four areas: (1) patterns in mathematics; (2) number sense; (3) data interpretation; and (4) geometry and spatial sense. Each activity is separated into three sections that help the teacher prepare, conduct, and follow up on the activity. Margin notes provide additional information on the activities and on such topics as student self-confidence, evaluation, and grouping. (MDH)

ED 351 206 SE 053 426

Heimlich, Joe E.
Promoting a Concern for the Environment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.; Clearinghouse Digest.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Curriculum Design; Curriculum Development; *Educational Practices; Educational Principles; *Educational Strategies; *Environmental Education; Fused Curriculum; Holistic Approach; *Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; *Philosophy; Teaching Methods; Thematic Approach; Unified Studies Curriculum
IDENTIFIERS- Environmental Action; Environmental Issues; Environmental Problems

Environmental Education (EE) is described as a process of moving individuals toward stewardship and ultimately a union view of the relationship of people with nature. This document presents a general tenet of EE and explores some prevalent precepts that can be a guide to fully incorporating EE into all teaching settings. The percepts are explored in the context of three philosophical approaches to the incorporation of EE: (1) Imposition, adding an additional topic onto the required study; (2) Infusion, incorporation of environmental themes or topics into traditional disciplinary approaches; and (3) Framing, using traditional disciplinary skills to define aspects of real world problems and problem-solving and decision-making processes to address the problems. The strengths and weaknesses of each approach is discussed. (Contains 20 references.) (MCO)

ED 351 207 SE 053 432

Blosser, Patricia E.
Using Cooperative Learning in Science Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 11p.; Part of the series, The Science Outlook: An Informational Bulletin produced by ERIC/CSMEE.
LANGUAGE- English

the cultural diffusion connected with language development and language "borrowing"; (4) to motivate students to learn other languages and to increase their capacity for communicating with others; and (5) to introduce students to the culture and geography of areas in which the target language is used (using the target language as the medium). Sample activities, separated by grade level, are organized to correspond to each of the five goals. Resources that teachers might use in conducting the activities also are suggested. Five lesson plans are included: (1) Early Cave Paintings in Africa; (2) The Fingertips Kiss and the Ring: Gestures as Language; (3) Kindergarten--Sauerkraut--Gestalt; (4) Bilingual Nonsense Rhymes; and (5) Jigsaw Puzzle Game Project. (DB)

ED 351 227          SO 022 385

Teaching World Literature in the Global Classroom: A Theme Guide to K-12 Curricular Resources, Activities, and Processes.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
NOTE- 114p.; For related documents, see SO 022 376, SO 022 380, and ED 247 149.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Education; Cultural Influences; Curriculum Guides; Elementary Secondary Education; Foreign Countries; *Foreign Culture; Learning Activities; Proverbs; *Student Educational Objectives; Teaching Methods; *World Literature

This guide is for educators who wish to improve existing curricular frameworks concerning teaching about world literature. The guide is anchored by four goal statements for student learning: (1) to increase students' appreciation of oral literary traditions as a means for better understanding themselves and others; (2) to examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture; (3) to examine the treatment of a few chosen universal themes prevalent in world literature (war and peace; generation gap; nationalism and literature); and (4) to foster literary appreciation and enhance creativity. Sample activities, separated by grade level, are organized to correspond to each of the four goals. Resources that teachers might use in conducting the activities are suggested. Four sample lesson plans also are included: (1) Animal Proverbs: (2) Proverbs in Context; (3) Proverb Pairs; and (4) War Poetry. Supplemental resources, organized by each of the four goals, are listed. (DB)

ED 351 228          SO 022 387

An Introduction to International Trade: Focus on Japan and the United States. A Secondary Teaching Unit. Revised Edition.
PUB DATE- 88
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

and the following 4 lessons: (1) "Introducing the Global Product"; (2) "Global Auto Production and Its Effect on Interest Groups"; (3) "Decision-Making Activity: Where to Manufacture Cars"; and (4) "Application Activities: Media Study." Three appendices contain a bibliography, addresses of selected organizations, and optional activities. (DB)

ED 351 250 SO 022 490

Hamblen, Karen A.
Research and Theories Supporting Art Instruction for Instrumental Outcomes.
PUB DATE- 92
NOTE- 31p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Cognitive Processes; Curriculum Development; *Educational Research; *Educational Theories; Elementary Secondary Education; *Outcomes of Education; Psychological Studies; *Visual Arts

Some art educators believe that art should be studied for its own intrinsic value, while others believe that art instruction provides instrumental outcomes that are valuable beyond the acquisition of art knowledge and skills per se. This latter group of educators, known as instrumentalists, believe, for example, that the study of art promotes creative thinking, self-awareness, social relations, lower absenteeism, and increased test scores in other subject areas. This paper presents a brief review of theory and research findings that support some of the claims for instrumental outcomes. The paper first discusses research that concerns cognitive characteristics and processes relevant to art instruction. It was found that the cognitive rationales for the study of art as they relate to instrumental outcomes hinged primarily on: (1) the extension of knowing what art per se provides; and (2) the relationship artistic knowing has to knowing in other school subjects. The second half of the paper concerns educational research findings supportive of instrumental rationales. Findings show that the visual arts tend to interest and motivate students, and thus art education may be ideal for many at-risk students. A list of 98 references is included. (DB)

ED 351 251 SO 022 491

Jordan, Jennifer
Effects of a Literature-Based Approach to History on Sixth Graders' Achievement and Attitudes.
PUB DATE- 92
NOTE- 91p.; Some of the photographs and drawings in this document may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Research; Foreign Countries; *Grade 6; *History Instruction; Interdisciplinary Approach; Intermediate Grades; *Literature; *Student Attitudes; Teaching Methods
IDENTIFIERS- *South Africa

The purpose of this study was to examine the effects of a need for peoples to celebrate is universal. A list of 16 books for further reference is included. (DB)

ED 351 273          SO 022 689

Rice, Beth
Increasing Critical Thinking Skills of the Fourth Grade Student through Problem Solving Activities.
PUB DATE- 92
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *Critical Thinking; Curriculum Development; *Grade 4; Intermediate Grades; Learning Activities; *Learning Strategies; *Problem Solving; Student Educational Objectives; Teaching Methods; *Thinking Skills

This practicum was designed to incorporate critical thinking skills instruction and practice into a fourth-grade curriculum to increase fourth-grade students' ability to recognize and apply critical thinking strategies to appropriate situations. This program concentrated on the increasing of six critical thinking skills: classification, sequence identification, inference, analogies, deductive reasoning, and math problem solving. A series of multi-objective worksheets were developed to provide practice in each skill on a daily basis. The problem solving workbook, a supplement to the basal mathematics text, provided daily problem solving activities. Pre- and post-tests for both critical thinking skills and mathematics problem solving and pre- and post-checklists were administered. Analysis of the data revealed that the students improved in both critical thinking skills and mathematics problem solving. The students achieved the objective for critical thinking skills, but did not achieve the mathematics problem solving skill. (Author/DB)

ED 351 274          SO 022 690

Ryker, Jannette A.; And Others
Value Priority Differences between Males and Females.
PUB DATE- 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Western Psychological Association (Portland, OR, May 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; College Graduates; College Students; *Comparative Analysis; Females; Males; Needs Assessment; *Psychological Studies; *Sex Differences; Statistical Analysis; Student Attitudes; *Values

The purpose of this study was to replicate and extend previous gender difference research by identifying differences in value priorities. College graduates were given the Rokeach Value Survey as part of their testing prior to graduation in the spring of 1989, 1990, and 1991. Using the Mann-Whitney U statistic, significant differences between the groups were found for 14 of the 36 items on the Rokeach Value Survey and for 5 of 8 Schwartz Motivational Value Clusters. Males placed a higher value priority on a comfortable life, an exciting life, pleasure, social recognition, obedience, politeness, and self-control; with the motivation clusters of hedonism, stimulation, and conformity ranking higher for males. Females placed a

(150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Ladders; Educational Change; Elementary Secondary Education; Higher Education; *Leadership Training; Models; *Participative Decision Making; Preservice Teacher Education; School Administration; School Districts; Teacher Administrator Relationship; *Teacher Participation

The paper presents an educational leadership model appropriate for today's education, noting that educators must be prepared to move forward with creative leadership to restore public confidence in the school system and produce responsible leaders. Careful consideration must be given to restructuring undergraduate and graduate professional education programs to accurately reflect the needs of the profession. The development of an educational participatory leadership program is recommended to provide United States education with quality leadership while enriching the learning environment and challenging students to excel. The article notes reasons why many educators leave the profession and suggests ways to motivate them to remain in teaching: (1) enhancing professional mobility; (2) sharing ideas with others in the field; (3) promoting educational participatory leadership; and (4) planning career changes via a district career ladder (to keep administrators from becoming armchair scholars out of touch with the real world). Participatory leadership would encourage constructive change, professional participation in leadership, and personal and professional development. Administrators would benefit from renewed understanding and experience in the classroom. Essential elements in the development of successful educational participatory leadership programs within school districts are outlined. (SM)

ED 351 294 SP 034 087

Watson, Karilee; Traxler, Mary Ann
Writing Across the Curriculum: Creating a Professional Writing Sequence for a Teacher Education Program.
PUB DATE- Jun 92
NOTE- 19p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Courses; Graduation Requirements; Higher Education; *Portfolios (Background Materials); Preservice Teacher Education; *Teacher Education Curriculum; Writing (Composition); *Writing Across the Curriculum; *Writing Assignments
IDENTIFIERS- Saint Marys College IN

Writing proficiency is an important skill that can help teachers communicate what they know to colleagues, teacher educators, and researchers. The effectiveness of the writing across the curriculum movement supports development and implementation of a writing program in undergraduate teacher education. The Advanced Writing Proficiency (AWP) Program at Saint Mary's College (Indiana) requires students to demonstrate competency in "writing appropriate to the profession." Students submit three types of papers for review: experiential, analytical, and professional. They may submit: (1) an article critique; (2) a book review; (3) an analytic essay involving teaching and the quality of education. If subject-matter competency combined with pedagogical training is the determinant of effective instruction, then the traditional certification route is the most effective policy to assure education quality. However, if subject-matter competence without pedagogical training is equally determinant of effective instruction, then alternative certification is an equally viable policy. (Contains 23 references.) (LL)

ED 351 313 SP 034 147

Strandberg, Warren, Ed.
In Other Voices: Expanding the Educational Conversation. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (36th, Greenville, SC, October 4-5, 1991).
PUB DATE- Mar 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Athletics; Dialogs (Language); Educational Change; *Educational Environment; *Educational Philosophy; *Educational Principles; Educational Theories; Elementary Secondary Education; Higher Education; Instruction; Integrity; Lifelong Learning; Metaphors; Poetry
IDENTIFIERS- Postmodernism

These proceedings include the following papers: "Reason and Romance in Argument and Conversation" (Margaret Buchman); "Conversation as a Romance of Reason: A Response to Margret Buchman" (James W. Garrison); "In Search of a Calling" (Thomas Buford); "Listening for the Call: A Response to Thomas Buford" (Peter Carbone); "Some Reconceptions in Educational Theory: Irony and the Art of Comedy" (Frans van der Bogert); "Educational Reform: The Role of Creativity" (Sharon Morrison); "Poets and Teaching" (William Russell); "Poetry: 'The Sun-Lit Art of the Human Heart'" (Cheryl Southworth); "Education as Hospitality: The Reclamation of Cultural Metaphor and Narrative" (William F. Losito); "Hospitality and Its Discontents: A Response to William Losito" (Robert J. Mulvaney); "Integrity of 'He Who Steals My Purse'" (Judith Witmer); "A Response to 'Integrity'" (Deborah Eaker); "Competency, Mastery, and the Destruction of Meaning" (Warren Strandberg); "A Response to Competency, Mastery and the Destruction of 'Meaning'" (Jackie Blount); "Sport and Society" (John B. Haynes); "Sport and Society" (J. Gordon Chamberlin), "Inventing Postmodern Education! Lifelong Learning or Childhood Schooling? A Proposal for Local Action" (Charles Tandy); and "What Is a Postmodern Education and What Does It Have To Do with Lifelong Learning?" (Roderic Owen). (IAH)

ED 351 314 SP 034 148

Greig, James W.
Distance Education and Educational Reform in Jamaica: The Clock Is Ticking. A Report to the Ministry of Education of the Government of Jamaica Prepared at the Request of the Commonwealth of Learning.
PUB DATE- Oct 89
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)

Education; Curriculum Design; Databases; Electronic Mail; Elementary Secondary Education; Foreign Countries; *Information Technology; Modern Languages; Second Language Instruction; *Second Language Learning; Word Processing
IDENTIFIERS- *United Kingdom

This guide, designed for British modern language teachers, explores the potential of informational technology (IT) to help educators meet the objectives of the National Curriculum. An introductory chapter discusses the role of IT as specified in the curriculum, including both instruction in use of IT and use of IT to enhance classroom instruction. The second chapter addresses issues in planning for IT use, including location of resources, integrating IT into the modern language lesson, and long-range applications to solve instructional challenges such as individual differences in progress and ability, use of supplementary resources, increasing target language use situations, and interdisciplinary projects. Chapter 3 summarizes the hardware and software available for language teaching. Chapter 4 looks at specific applications in greater detail, including word processing, text manipulation programs, concept keyboard use, databases, and electronic mail. Miscellaneous hardware and software with applications to language teaching are also considered here. The fifth chapter examines ways in which IT use in modern languages is likely to develop over the next few years. Appended materials include instructions for routine tasks at the computer (e.g., formatting a disk), instructions for the concept keyboard and for a specific program, and addresses of software publishers. (MSE)

ED 350 874 FL 020 745

Brown, Brad
The History of Bilingual Education in America.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Court Litigation; *Educational History; *Educational Policy; Educational Trends; English; *Ethnic Groups; Federal Government; Government Role; Land Settlement; *Language Attitudes; Language of Instruction; Official Languages; Policy Formation; Politics of Education; *Public Policy; Trend Analysis; United States History
IDENTIFIERS- Roosevelt (Theodore)

During early settlement of the New World, schools were conducted in the community's native language. Concern over an official language for the United States can be traced to Benjamin Franklin and John Adams. While British immigrants were in the minority, their influence predominated. English-only laws appeared but were largely ignored. In 1900, many schools still taught in languages other than English, but the trend soon shifted to English-only instruction. Local influence submitted to national and international pressures for homogeneity, especially under Theodore Roosevelt. American Indians and African American slaves were the two most disenfranchised groups, while other ethnic groups had varying degrees of linguistic and cultural autonomy. "Scientific" debate over racial and linguistic superiority emerged at this time. Isolationism and xenophobia increased after World War I. Diversity gained ground after the overseas experiences of World War II, with the government increasing foreign language evaluating organizational structures that help or hinder international activities. Contains approximately 200 references and an index. (GLR)

ED 350 893 HE 025 869

American Imagination at Work: Colleges and Universities in the United States.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Colleges; Degrees (Academic); Educational Legislation; *Financial Support; *Government School Relationship; *Higher Education; *Public Service; *Relevance (Education); Research; *School Community Relationship; Teacher Role; Teacher Student Relationship; Universities

The role and importance of American colleges and universities in shaping the national experience within the United States is discussed. Noted is the value of having a college degree in today's society and how it affects family income. The report continues with an assessment of the scope of higher education institutions in America, considers the student diversity that is now present and increasing, and explains the importance of the role of the college teacher in preparing students to function effectively in a modern, complex, and global economy. The benefits that have been derived from research conducted at colleges and universities are highlighted, such as the uses involving high-intensity microwave radiation, better agricultural techniques, and better weather forecasting. Higher education's role in public service is also highlighted, for example, literacy training for adults and bringing academic expertise to bear on local, state, and national problems. Also discussed are the various ways colleges and universities receive their funding, particularly the Federal Government's continued role. The report concludes with an historical review of past government support of higher education, a discussion of the aspects needed in a continued partnership between government and higher education, and higher education's obligations in making life better for Americans. (GLR)

ED 350 894 HE 025 870

Kalsner, Lydia
Issues in College Student Retention.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Persistence; *College Students; *Dropout Prevention; Drop Out Research; Higher Education; Minority Groups; Models; *School Holding Power; *Student Adjustment; *Student Attrition; Student College Relationship; Teacher Student Relationship; Theories

This journal issue discusses student attrition and the major recurring themes regarding students withdrawing from college. It is revealed that less than 15 percent of student departures are as a result of academic dismissal, with the remaining students leaving voluntarily, even when their academic performance is clearly acceptable. The following recurrent themes of student attrition are examined: (1) uncertainty both about what to expect from college and its rewards; (2)

The Financial Position of Universities in Ontario: 1992.
PUB DATE- Sep 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Costs; Economic Factors; Educational Finance; Federal Aid; Financial Needs; *Financial Policy; Foreign Countries; *Government School Relationship; Higher Education; *State Universities; Tax Allocation; Universities
IDENTIFIERS- *Ontario

This paper examines the financial status of public universities in Ontario, Canada, and makes the argument that they are under-funded by the Ontario government. An opening section notes the recent announcement by the government of funding levels for 1992-93, 1993-94, and 1994-95 which are below the projected rate of inflation and suggests that this under-funding is a continuation and worsening of a pattern of under-funding which began in the 1970s. Following sections examine specific issues in detail including the economic value of Ontario universities to the economy as a whole; comparison of support for universities with funding for other government supported agencies; comparisons with other provinces and with support for education in the United States; and an examination of the impact of the funding cuts on university income and expenditures. The bulk of the document contains 22 figures and 29 tables illustrating the argument advanced in the analysis. An appendix contains an update of the Ontario University Non-Salary Price Index. (JB)

ED 350 914 HE 025 891

Whiteley, Meredith A., Ed.; And Others
The Primer for Institutional Research. Resources for Institutional Research, Number Seven.
PUB DATE- 92
NOTE- 150p.; For a related book, see HE 025 892.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; College Faculty; Cost Effectiveness; Enrollment; *Higher Education; Institutional Evaluation; *Institutional Research; Intervention; Peer Institutions; Program Evaluation; *Research Design; *Research Methodology; Salaries; School Holding Power; Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- Diversity (Student); Environmental Scanning; Total Quality Management

This book presents 11 papers which consider the central issues, methods, and resources for work in institutional research in higher education. The primer uses the idea of a "cookbook" or "manual" for its conceptualization, organization, and format. The chapter topics focus on what are expected to be the key issues facing institutional researchers in the coming years revolving around students and faculty issues, institutional subjects, and methods. Each chapter begins with discussion of

the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Advanced Courses; *College Preparation; *College School Cooperation; Evaluation Methods; Foreign Countries; Higher Education; Interviews; Program Effectiveness; Program Evaluation; Questionnaires; Regional Programs; Secondary Education; Secondary School Students; Simulation; *Student Attitudes; *Transitional Programs
IDENTIFIERS- *Scotland (Lothian Region)

This report presents results from questionnaires administered to a range of individuals (N=41) involved in the organization and management of college provision for secondary pupils as well as questionnaires administered to S3 and S6 secondary students (N=863) within Scotland's Lothian Region concerning the effectiveness of college provision, including work simulation, college projects, and college courses. The report: (1) explores staff perceptions of the learning outcomes which it was hoped college provision would deliver, as well as pupils' reasons for choosing to take up or ignore the possibility of spending time in college; (2) examines the question of how far expectations had been fulfilled and what were seen as the chief gains to have resulted from college provision; (3) discusses some of the areas where providers felt current arrangements could be improved; (4) examines aspects of improving the way pupils are prepared for their college experiences; and (5) brings together the issues which the data suggest have particular importance and whose consideration is likely to be useful to the Region. Results confirm that in many aspects the experiment of bringing colleges and schools together to provide a richer curriculum for school pupils has borne fruit. Suggestions for developing and improving the implementation of these college/school activities are presented. Appendices provide the study questionnaires. Contains two references. (GLR)

ED 350 934          HE 025 912

Compensation, Benefits, and Conditions of Employment for College and University Chief Executives, 1991.
SPONS. AGENCY- American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- 91
NOTE- 94p.; Masthead emblem "CEO." A separate publication entitled "Administrative Compensation Survey" covers personnel at other levels.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Budgets; *College Administration; *College Presidents; Colleges; Comparative Analysis; *Compensation (Remuneration); Data Collection; Employer Employee Relationship; *Fringe Benefits; Higher Education; Private Colleges; Public Colleges; Surveys; Trend Analysis; Two Year Colleges; Universities

This report presents data on salaries and a broad range of benefits and perquisites commonly included in the total compensation packages available to higher education Corporate Executive Officers. The report is based on data received from 874 institutions representing all segments of higher education: research, doctoral, and comprehensive universities; baccalaureate colleges; specialized institutions; two-year colleges; and the administrative office of a system. Salary

DESCRIPTORS- *Academic Deans; Administrative Principles; Administrative Problems; *Administrator Guides; Administrator Role; Administrators; Administrator Selection; Board Administrator Relationship; *College Administration; Higher Education; Managerial Occupations; Teacher Administrator Relationship

This book is a guide to the many roles of an academic dean who has jurisdiction over academic departments and programs that include faculty members, budget, and curricula in colleges and universities. The work advises on ways to recognize and solve the problems that confront academic deans. The topics treated include the following: the allocation of funds to departments, personnel management as it relates to departmental chairpersons and faulty, means of interaction with the central administration, relationships with students and the external public of the college (alumni, parents, trustees or regents, and legislators), and methods of dealing with the support agencies of the college (the offices of purchasing, finance and accounting, alumni affairs, and fundraising). The examples described are drawn from small, medium, and large colleges and universities, and many of the situations depicted are likely to occur in any institution, regardless of size, especially situations concerning difficult relationships between deans and other administrators. Following each chapter are questions designed to help the reader relate problem situations to his or her own experiences. In many cases, possible solutions are suggested and discussed. This second edition adds three new chapters: "To Be or Not To Be a Dean"; "Making Decisions and Managing Change"; and "How Am I Doing and Where Do I Go From Here?". Included is an updated and expanded bibliography of over 330 items and an index (JB)

ED 350 954 HE 025 932

Pluta, Mark J.
National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1991. Early Estimates.
PUB DATE- Jun 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Community Colleges; *Degrees (Academic); Enrollment; *Enrollment Rate; Enrollment Trends; Graduates; Higher Education; *Postsecondary Education; Statistical Data; Telephone Surveys
IDENTIFIERS- Integrated Postsecondary Education Data System

This report provides early estimates of key fall 1991 enrollment statistics as well as academic year 1990-91 completions statistics for all postsecondary institutions in the 50 States and the District of Columbia. The study employed a survey which was part of the Integrated Postsecondary Education Data System (IPEDS). The survey, conducted by telephone, collected key enrollment and completions data from a nationwide sample of 1,195 postsecondary institutions representing the more than 10,000 such schools in operation in 1991. Institutions of higher education comprised about one-third of all postsecondary institutions, but accounted for 93 percent of the total 1991 fall enrollment and conferred 68 percent of all postsecondary awards in 1990-91. Highlights of the summary are the following: (1) an estimated 14.8 million students were enrolled at postsecondary institutions in the United States in fall 1991; (2) overall fall enrollment at postsecondary institutions has

Quality: Transforming Postsecondary Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 4p.; For the full length report, see HE 025 980.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- Administrative Principles; *College Administration; Cooperative Planning; Educational Demand; *Educational Improvement; *Educational Quality; *Faculty College Relationship; Higher Education; Operating Expenses; Postsecondary Education; Productivity; *Quality Control
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title. Many colleges and universities, in responding to public demand for higher education and the external challenges it creates, are employing Total Quality Management (TQM) techniques to improve quality, increase productivity, and decrease cost. The quality improvement process itself (the tools for problem identification and developing solutions), largely ignored in the past by academic organizations, is now being studied and applied. The TQM process involves the complete transformation to quality requiring top-level commitment followed by substantial and comprehensive reeducation of all personnel. In addition, the administration must develop a cooperative climate for change and recognize that the faculty play the most important role in developing the concept of continuous quality improvements and other ideas about TQM as they might apply to academic activity. The report examines what quality is and what it requires, the technical system and tools for improving quality, and the type of administrative system required to allow the quality process to be successful. Finally discussed is the process of improving academic quality in the curriculum and classroom, as well as its assessment, while looking towards the student as the beneficiary. Contains seven references. (GLR)

ED 350 973 IR 015 783

Instructional Developments. A Journal of the School of Education at Syracuse University, 1990-1992.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affective Objectives; Developing Nations; Diffusion (Communication); Distance Education; *Educational Research; *Educational Technology; Elementary Secondary Education; Epistemology; Evaluation; Foreign Countries; Higher Education; Hypermedia; *Instructional Development; *Instructional Improvement; Instructional Innovation; Program Development; Research and Development; Research Methodology; Undergraduate Study
IDENTIFIERS- Chile; Computer Mediated Communication; India; Indonesia; Peru; Structural Communication

This document consists of all five issues of the journal "Instructional Developments" published during the period 1990-1992. This journal is intended for the communication of opinions, ideas, findings, and achievements in the improvement of instruction. The five issues presented in this packet contain the following articles: "Viewpoints on Instruction"

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; Electronic Publishing; Elementary Secondary Education; *Hypermedia; *Microcomputers; Research Reports; *Student Developed Materials; *Student Projects; Yearbooks
IDENTIFIERS- HyperCard; HyperScreen; *Multimedia Materials

Definitions and discussions of the terms hypermedia and multimedia are followed by discussions of three different ways in which schools are using multimedia: multimedia produced by publishers for use in elementary and secondary classes; teacher developed multimedia and hypermedia for use with students; and student created multimedia compositions. Three examples of student hypermedia projects in the Baker Demonstration School at National-Louis University are given: (1) The Hypermedia Zoo--a project using HyperCard with seventh graders to produce multimedia research reports; (2) Quilts, Ocean Animals and Africa--three multimedia projects with third graders using HyperScreen to create a quilt, create an imaginary animal based on research on specific ocean animals, and student initiated use of HyperScreen to make a stack about Africa; and (3) A Multimedia Yearbook--eighth graders using HyperCard to publish a yearbook on disk. (ALF)

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ED 350 991 IR 015 804

Wilson, Pat
Learning Skills Centre--Department Evaluation.
PUB DATE- Jan 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Community Colleges; Educational Improvement; Foreign Countries; *Formative Evaluation; *Needs Assessment; Program Improvement; Questionnaires; Reading Skills; School Surveys; *Self Evaluation (Groups); Study Skills; Two Year Colleges; Writing Skills
IDENTIFIERS- Grant MacEwan Community College AB; *Learning Skills Centres

This report on an internal evaluation, which was conducted for developmental purposes, describes services provided at the Learning Skills Centres (LSC) on three separate campuses of Grant MacEwan Community College, in Edmonton, Alberta (Canada). The key questions of the evaluation addressed student and staff awareness of the existence of the LSC; client satisfaction with the services offered; and the identification of present and future needs. A list of suggested strategies for improving LSC services based on the findings of the evaluation, a summary of the findings, and background information introduce the main body of the report. The collection of data via surveys of selected students, instructors, counselors, librarians, and staff is then described and a table displays the overall responses to each of the surveys. Findings are reported for the level of awareness of the LSCs and their services for each of the populations surveyed together with the respondents' assessment of current services and suggestions for their improvement. Data on the types of services required as reported by students, instructors, and counselors are analyzed and a table details the results of the needs assessment for each group in the areas of assistance in improving writing, reading, math, and learning skills; English as a Second Language;

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 106p.; For the 1990 report, see ED 345 715.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Education; Annotated Bibliographies; Artificial Intelligence; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; Computer Networks; Computer Simulation; *Computer Software; Computer Software Evaluation; Computer Uses in Education; Disabilities; Disadvantaged Environment; Elementary Secondary Education; Ethics; Interactive Video; Media Research; *Microcomputers; Preschool Education
IDENTIFIERS- ERIC

This annotated bibliography is the sixth annual compilation of the abstracts of 228 documents added to the ERIC database during the year 1991 in the area of computer applications in elementary and secondary schools. The types of materials included are administrator guides, bibliographies, conference papers, evaluative reports, literature reviews, program descriptions, research reports, and teaching guides. The material is presented in four major sections: (1) Computer Assisted Instruction: Overview Documents--24 documents of general discussions on the topic; (2) Special Applications--78 documents divided into 14 categories: Artificial Intelligence/Expert Systems, Cognitive Processing/Thinking Skills, Computer Literacy, Computer Networks, Computer Equity, Counseling and Guidance, Courseware and Software, Ethics, Interactive Video, Keyboarding, Logo, Management/Administration, Conference Proceedings, Research, Simulation, and Testing; (3) Subject Areas--85 documents concerned with computer applications in the areas of business, English as a Second Language and foreign languages, language arts, mathematics, music, reading, science, social studies, vocational education, and writing; (4) Special Populations--37 documents on computer applications for adult education, disabled learners, disadvantaged learners, gifted students, and early childhood education. Individual documents are presented alphabetically by author, or title when no personal author is available, within each section. Each entry includes the title and author of the document, information on price, and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical title of authors and information on ordering ERIC documents are included. (ALF)

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ED 351 010 IR 015 882

Ely, Donald P., Ed.; Minor, Barbara B., Ed.
Educational Media and Technology Yearbook, 1992. Volume 18.
PUB DATE- 92
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Communications Satellites; Computer Assisted Instruction; Computer Networks; Distance Education; Educational History; *Educational Resources; *Educational Technology; Educational Television; Elementary Secondary Education; Higher Education; Interactive Video; Man Machine Systems; Media

Kolb, Audrey
A Manual for Small Libraries in Alaska. Second Edition.
SPONS. AGENCY- Alaska State Library, Juneau.
PUB DATE- 92
NOTE- 453p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Games; Childrens Libraries; *Library Administration; *Library Collection Development; Library Development; *Library Facilities; Library Personnel; *Library Services; Methods; Publicity; *Public Libraries; Rural Areas; Volunteers
IDENTIFIERS- *Alaska; *Small Libraries

This manual is intended as a guide and a resource for staff and volunteers in small public libraries in Alaska. It is for libraries managed by local residents that have not had training in operating and managing a library. Some of the chapters may be useful to other types of libraries, such as a small school library or a church library. The guide provides information about establishing a library; the library building, equipment and supplies; administering the library, including planning, budgeting, and publicity; the library collection, including how to evaluate and select books, periodicals, and media; how to operate a library, arrange the collection, set up circulation procedures, and secure interlibrary loans; how to develop a policy for selecting materials; special programming, such as story telling or reading programs; and suggestions for developing procedures for library operations. Appended to the manual are helpful examples and additional information divided into the same sections as the manual itself. The appendices include sample policies; legislation and regulations applying to Alaska libraries; evaluation forms; a basic reference bibliography for a small library, including Alaskan reference materials and general materials; filing rules for card catalogs; examples of selection policies developed by three small libraries; paper games used in three children's summer reading clubs; and examples of 27 written library procedures, from circulation to use of the photocopy machine. Also appended are a resource address list; a glossary of library terms, and an index. (Contains 74 references.) (KRN)

ED 351 028 IR 054 223

Griffiths, Jose-Marie; King, Donald W.
Massachusetts Libraries: An Alliance for the Future. A Technical Report for the Massachusetts Board of Library Commissioners.
SPONS. AGENCY- Massachusetts State Board of Library Commissioners, Boston.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 515p.; For "Final Report" and "Executive Summary", see IR 054 225.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; Institutional Libraries; Library Automation; Library Collections; Library Cooperation; Library Expenditures; *Library Research; *Library Services; *Library Statistics;

(120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Planning; *College Role; Continuing Education; *Educational Improvement; *Educational Quality; Foreign Countries; Higher Education; Institutional Mission; *Lifelong Learning; School Community Relationship; *Statewide Planning; Vocational Education
IDENTIFIERS- *Conseil des Colleges PQ

Projections are provided in this report on the characteristics of Quebec society in the year 2000, direction that must be given to Quebec's community colleges' mission, and how college education should be organized and managed. First, a summary report, corresponding to the full-length report, is presented. Part 1, Quebec Society: Foreseeable Growth and Educational Needs, focuses on the Conseil des colleges' efforts to plan within the context of recent and projected changes in Quebec's society, reviewing population, economic, cultural, political, and scientific and technological trends. Part 2, An Up-To-Date Definition of College Education, defines a quality college education, looks at college studies as a link to lifelong learning, and explores the relationship between colleges and their environment, emphasizing the services they offer the local and regional community, and their contribution to regional development. Part 3 reviews the steps involved in fulfilling the following priorities: (1) provide a broad-based, solid general education for all students; (2) revamp and adapt pre-university education to meet current and future needs; (3) improve technical education, increase recruitment, and make programs more flexible; (4) develop continuing education as a means of making college education accessible to adults; (5) develop and implement a true strategy for educational success; and (6) intensify evaluation practices and broaden their application. Finally, part 4 reviews five measures essential to the renewal and development of college education. Following the 35-page, English-language summary of highlights, the full 413-page report is presented in French. (JMC)

ED 351 045          JC 920 501

Anderson, Beverly J.
Community Colleges: Promises or Preclusions.
PUB DATE- 8 Nov 91
NOTE- 24p.; Paper presented at the Annual Convention of the American Mathematical Association of Two-Year Colleges (17th, Seattle, WA, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Articulation (Education); Change Agents; *Change Strategies; *College Mathematics; College Role; College Transfer Students; *Community Colleges; Educational Attainment; Educational Mobility; Education Work Relationship; Higher Education; Mathematics; *Mathematics Education; Mathematics Instruction; *Minority Groups; Teacher Role; Two Year Colleges

Since nearly 10% of the students in the U.S. who receive doctorates in the mathematical sciences begin their undergraduate studies in two-year institutions, it is clear that these schools are a significant part of the mathematics educational pipeline. Yet, minority students enrolled in two-

Customer Service and the Campus Environment.
PUB DATE- 12 Nov 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *College Environment; Community Colleges; *Data Collection; Employee Attitudes; Participant Satisfaction; Program Development; *Questionnaires; *School Effectiveness; School Surveys; Self Evaluation (Groups); Student Attitudes; *Student College Relationship; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Howard Community College MD; *Quality Evaluation of Service Trends; *Yearly Evaluation of Services by Students

In 1988, in preparation for its 10-year reaccreditation, Howard Community College (HCC), in Maryland, undertook a comprehensive examination of its long-range planning process and formulated a number of strategic priorities. As part of HCC's customer service priority, two survey instruments, Quality Evaluation of Service Trends (QUEST) and the Yearly Evaluation of Services by Students (YESS), were developed to collect valid and reliable information on the quality of services delivered to full- and part-time faculty, staff, and students. The instruments were designed to yield high response rates, produce useful evaluation data, and take no more than 20 minutes to complete. Both instruments solicited respondents' rating of services on a five-point scale, with five representing the highest score possible. Additionally, respondents were also asked if they used the services "frequently," "occasionally," or "not at all," so that results could be interpreted more accurately. A survey insert presented brief descriptions of the services provided by each unit. After QUEST was pilot tested in 1990, HCC decided to exclude part-time faculty from the first year's survey, due to the tremendous disparity between this group and all others surveyed. The YESS survey, first administered in 1991, was changed from a mailed survey to one that was handed out in the classroom due to a initial low response rate. Results from both surveys gave a good picture of the quality of services offered at HCC. Sample data tables, as well as QUEST and YESS survey instruments are provided. (MAB)

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ED 351 061 JC 920 539

MacDougall, Peter; And Others
Accountability: An Investment of Quality. Final Report of the AB 1725 Accountability Task Force.
PUB DATE- Aug 92
NOTE- 18p.; For related documents, see ED 337 224 and JC 920 551.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; College Outcomes Assessment; Community Colleges; Compliance (Legal); Cost Effectiveness; Educational Finance; Educational Legislation; *Educational Quality; Financial Policy; *Management Information Systems; Participant Satisfaction; *Program Development; *School Effectiveness; School Statistics; School Surveys; State School District Relationship; *Statewide Planning; Two Year Colleges
IDENTIFIERS- Assembly Bill 1725 (California 1989); *California Community Colleges

In response to legislative mandate, the Chancellor's Office of the California Community Colleges initiated the development of a community college accountability system by convening a task

PUB TYPE- Historical Materials (060),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Budgeting; Budgets; Capital Outlay (for Fixed Assets); *Community Colleges; *Educational Finance; Educational Planning; *Educational Trends; Financial Needs; *Financial Problems; *Financial Support; Full State Funding; Fund Raising; Paying for College; Two Year Colleges

During the decade of the 1990's, financing will become a primary concern for most community colleges. Developed to address the need for a more comprehensive understanding of issues related to finance, this report reviews the predominant community college financial trends for the 15-year period from 1976 to 1991. Divided into sections covering three 5-year periods, the report provides detailed annotations for 68 major bibliographic sources. Each section is preceded by a narrative summary of the primary trends for the designated period, outlining the material reviewed in that section. The 24 sources reviewed in part 1, covering the period 1976-1980, reflect the concerns generated by the declining economic conditions that began in the late 1970's. This literature falls into the three main areas of: planning, budgeting, and fiscal management; fund raising; and state funding. The 20 sources examined in part 2, covering the period 1981-1985, focus on the following major topics: conferences and research studies related to financial trends and concerns; suggested management strategies for dealing with financing problems; and state funding issues. In the final section, covering material from 1986-1991, the 24 annotated sources reflect a growing interest in the development of new revenue sources for community colleges; the identification of methods to control costs; and information about state funding issues. Included in this section are materials dealing with the following topics: foundations; auxiliary services; contract training; planned giving; non-cash donations; proactive management; formula funding; and financial aid. (PAA)

ED 351 077 JC 920 555

An Inventory of Skills and Knowledge Necessary for a Career as a Nurse's Aide.
PUB DATE- Aug 92
NOTE- 21p.; Produced by the Hawaii Statewide Committee on Health Services under the auspices of the Carl Perkins Vocational and Applied Technology Education Act of 1990, PL 98-524.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Attitude Measures; Community Colleges; Curriculum Development; *Job Skills; *Nurses; *Nurses Aides; Rating Scales; Secondary Education; Secondary School Curriculum; *State Standards; State Surveys; Two Year Colleges; Vocational Education
IDENTIFIERS- *Hawaii

In September 1985, the State Board for Vocational Education in Hawaii, in conformance with federal mandates, established technical committees to assess the entry-level employment requirements for a number of occupations. Drawing from an examination of relevant curriculum materials, the Statewide Technical Committee on Health Services developed an inventory of the knowledge, skills, and attitudes that they believed were necessary for successful employment, retention, and advancement as a nurse's aide in Hawaii. The inventory was administered to as predictors of children's expressiveness. A total of 60 mothers and their children were chosen from a sample of 143 mothers who filled out the Family Expressiveness Questionnaire (FEQ). The 30 mothers scoring highest on both the positive and negative expressiveness FEQ subscales, and the 30 mothers scoring lowest on both subscales, were selected. Study methodology involved tests of these mothers' children's heart rates; the administration of a questionnaire to determine causes, speed, and duration of anger among mothers; and laboratory observations and teacher ratings of the children's emotional expressiveness. The study found that the children whose mothers reported both enduring anger and high expressiveness had the most depressed expressiveness levels. The combination of maternal negative feeling and negative expression appeared to have a greater effect than either factor by itself. Children whose mothers had low maternal anger ratings had the highest scores on positive and negative expression in story-telling situations; on positive expression in event situations; and on teacher ratings of children's happy and angry expressions. (AC)

ED 351 094 PS 020 514

Roberts, Richard N.; And Others
Home Visiting Options within Head Start: Results of a National Survey.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Health Programs; *Home Programs; *Home Visits; National Surveys; Preschool Education; *Social Agencies; *Social Services
IDENTIFIERS- Home Visitors; *Project Head Start

The purpose of this study was to gather information about the different types of home visiting services provided to families of at-risk children, with a special emphasis on the home visiting option within the Head Start program. A 13-page questionnaire was sent to 4,162 organizations nationwide that operated home visiting programs. Responses were received from 1,904 of these organizations. The questionnaire surveyed 12 areas: (1) program affiliation; (2) population served; (3) child and parent characteristics; (4) purposes of the program; (5) coordination of services; (6) funding; (7) specific services provided; (8) delivery models for home visits; (9) curriculum for home visiting services; (10) home visitor employment and training; (11) supervision of home visitors; and (12) evaluation strategies. Survey results indicated that 304 programs identified themselves as being associated with Head Start. Compared to other home visiting programs affiliated with health, educational, and social services, Head Start home visiting options possessed a more focused intervention strategy and were more focused on the population they served, the services they saw as important, and the providers of those services. Head Start home visiting options exhibited problems in the areas of efficacy, training, and coordination. Contains 16 references. (MDM)

ED 351 095 PS 020 528

Beane, James
Integrated Curriculum in the Middle School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

that has consistently led to increased involvement of parents in their young children's education. Though historically Magowan had welcomed parents in traditional ways, an 8-step program for expanding parental participation was introduced in 1980. Currently, a 22-step continuum is utilized. Each step in the continuum represents a higher level of parental involvement than the previous step. These steps include parents': (1) attending promotion exercises; (2) attending classroom plays and presentations; (3) sponsoring curriculum-related and family-oriented activities; (4) participating on committees that influence school curricula and policies; (5) making presentations on their areas of expertise; (6) practicing vocabulary and number facts with children in the classroom; and (7) assisting in classroom learning activities after being trained by the teacher. Since the implementation of this model, the number of involved parents has increased gradually, with a higher percentage of parents each year, compared to the previous year, volunteering at the highest level of involvement. Parents and teachers concur that their collaboration has enriched Magowan students' learning. Contains 16 references. (HTH)

ED 351 113 PS 020 778

How Children Learn.
PUB DATE- 90
NOTE- 70p.; Prepared by the Indiana Curriculum Advisory Council of the State Board.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; *Child Development; Children; Communication Skills; Early Childhood Education; *Educational Environment; Educational Strategies; Elementary Secondary Education; *Individual Differences; *Learning Processes; Problem Solving; *Social Influences; Thinking Skills

This document was prepared to help parents, educators, and concerned citizens better understand how children and adolescents actually learn. True learning involves: (1) developing a passion for learning; (2) acquiring communication skills; (3) constructing new knowledge; (4) taking part in concrete activities; and (5) developing problem solving skills. Learning is a complex process that begins at birth and results from the interaction of children's thinking and their experiences in the outside world. The ways in which (and the ease with which) learners acquire knowledge vary greatly from the time they enter kindergarten through their progression through elementary school, middle school, and high school. Students exhibit various physical, personality, and developmental characteristics as they progress through the educational system. Some students assimilate new information with little difficulty; others need practical application and interaction to develop understanding. Learners range from those who are highly motivated and self-directed to those who see little need to be in school. For some, life experiences have been encouraging and supportive; for others, even their basic needs have been neglected. No single solution to address the capabilities and backgrounds of a diverse student body can be offered, but an understanding of learners provides a basis for confronting their needs. (MDM)

ED 351 114 PS 020 787

Baker, Betty Ruth

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Culture; *Black Family; *Blacks; Black Youth; Child Rearing; Church Role; *Cultural Awareness; *Cultural Education; Early Childhood Education; Elementary Secondary Education; Females; Literature Reviews; Males; One Parent Family; Social Networks; Social Support Groups; *Teacher Education
IDENTIFIERS- *African Americans

One method teachers can use in educating themselves about cultures different from their own is to read literature about the cultural backgrounds of students in their classes. This literature review is designed to provide teachers with descriptions of sources of information about cultural influences on African-American children. It also explains how an awareness of African-American culture, with its unique combination of African and Euro-American traditions, can help classroom teachers develop relationships and structure relevant learning experiences for African-American children of all ages. The review discusses the impact of cultural experiences on the learning style, behavior, social interactions, language, and values of African-American children. The following topics are also covered: (1) the dual socialization of African-Americans; (2) the role of the black family in shaping the personality of children and in helping children survive; (3) African-American children in single-parent families; (4) the role of the extended family and African-American institutional networks in providing emotional and social support; (5) the socialization of African-American males; (6) the social orientation of African-American females; and (7) the role of the African-American church in providing fellowship, adult role models, and material and human resources essential for the well-being of black families. (SM)

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ED 351 134 PS 020 889

Holmes, Tony
Australian Aboriginal Language Early Childhood Education Programmes.
PUB DATE- Jul 92
NOTE- 20p.; Funding provided by the Australia-New Zealand Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Bilingual Education; *Early Childhood Education; Educational Policy; Foreign Countries; *Self Determination; *Teacher Education
IDENTIFIERS- *Aboriginal People; Australia (Northern Territory); Australia (South Australia); Cultural Preservation

This report discusses the provision of culturally appropriate early childhood programs in Australian Aboriginal language in Australia, and the education of teachers for these programs. The first section of the report examines the education of indigenous peoples in the context of the current Australian education system. Evidence in support of the value of bilingual education is presented. The second section reviews the history of the relation between Australian Aboriginal peoples and European settlers. In the third section, statistics on Aboriginal participation in education and government agencies are presented, and bilingual and teacher education programs are discussed. Early childhood education for Aboriginal peoples is specifically examined in the fourth section. Early childhood programs for Aboriginals and efforts to support early childhood

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Intervention; Parent Education; Parent Participation; *Preschool Education; *Primary Education; Program Descriptions; Program Effectiveness; *School Activities; *School Districts; *Social Services; *Transitional Programs
IDENTIFIERS- *United States (Southeast)

A project on the ways in which children and families move from one learning environment to another works to build awareness of and strengthen transitions in the early childhood years through a series of national and regional conferences and by identifying promising transition programs in five regions of the country. This document describes transition efforts in the Southeast. The first section profiles seven transition programs that are administered or funded by local school districts. The second section highlights three school-based transition programs that strengthen links between preschool programs and the elementary schools which the children in the preschool programs will one day attend. Five comprehensive preschool transition programs are profiled in the third section. These programs embody horizontal transitions that strengthen links between social service providers and early intervention programs at the preschool level. The profiles in the first three sections describe the need that is addressed by the program and the program's innovative approach and components; discuss the program's effectiveness; and provide the name and address of a contact person for the program. The fourth section describes four programs that concern parent involvement and education. A contact person is listed for each program. A list of 28 suggested readings is provided. (BC)

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ED 351 154          RC 018 682

Teixeira, Ruy A.; Mishel, Lawrence
The Myth of the Coming Labor Shortage in Rural Areas. Briefing Paper.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
PUB DATE- Mar 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; *Educational Attainment; *Employment Patterns; *Job Skills; *Labor Market; Rural Areas; *Rural Development; Rural Urban Differences; Trend Analysis
IDENTIFIERS- Economic Theory

This paper analyzes economic trends to determine if education should be the focal point for rural economic development. According to the labor shortage/skills mismatch view, the movement toward a "service economy" will accelerate in the 1990s, increasing the number of skilled jobs and the demand for skilled workers. This "supply-push" theory supposes that demand-side conditions for rural economic development have come into

Americans and Alcoholism: A Guide to Searching the Literature" (Mike Steckel); (5) "Finding Assistive Devices for Disabled Native Americans: A Pathfinder" (Coby Condrey); and (6) "Rehabilitation Counselors Serving Adult Native American Amputees: A Pathfinder" (Linda Parker); and (7) A Pathfinder on the Financial Implications of the Americans With Disabilities Act" (Lisa Sjoblom). (KS)

ED 351 172 RC 018 851

McFaul, Jack
Support for Parents of Rural Students.
PUB DATE- Feb 92
NOTE- 18p.; Paper presented at the Conference of the Rural Education Research Association (Alice Springs, Australia, February, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *Parent Materials; *Post High School Guidance; Postsecondary Education; *Rural Education; Rural Schools; School Community Relationship
IDENTIFIERS- *Australia (New South Wales); *Community Based Education

This booklet describes the Country Area Program (CAP), a commonwealth-funded program targeted at alleviating educational isolation among government and nongovernment rural schools in New South Wales, Australia. This booklet is intended to help parents better understand the setting in which the CAP operates. The aims of the program include overcoming educational disadvantages of rural school children; developing better ways of delivering educational services; and providing a framework within which schools and communities work together to improve educational opportunities for rural students. The program emphasizes locally-developed curricula and the use of local knowledge, skills, resources, and expertise in overcoming educational isolation. This booklet also contains information about the advantages of rural schooling in the following areas: (1) the teaching-learning process; (2) pupil-teacher relationships; (3) classroom climate; (4) school-community relationships; and (5) professional development of teachers. An overview of postsecondary education is provided to assist rural students in adjusting to college life or attending training schools. For rural students this usually involves living away from home in a different environment, losing family support and contact with friends, and extra costs. Also discussed are the limited choice of jobs for girls in rural areas, the importance of rural students acquiring social skills, and family finances. (LP)

ED 351 173 RC 018 852

Kenny, Jody
The Vermont Schoolmarm and the Contemporary One-Room Schoolhouse: An Ethnographic Study of a Contemporary One-Room Schoolteacher. Occasional Paper #12.
PUB DATE- 90
NOTE- 108p.

Forgasz, Helen, Ed.
Research in Science Education. Volume 21. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (22nd, Surfers Paradise, Queensland, Australia, July 11-14, 1991).
PUB DATE- 91
NOTE- 370p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Concept Formation; Constructivism (Learning); *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Strategies; *Science and Society; Science Curriculum; *Science Education; Science Instruction; *Sex Differences; *Teacher Education
IDENTIFIERS- *Australia; *Science Education Research

This annual publication contains 43 research papers on a variety of issues related to science education. Topics include the following: mature-age students; teacher professional development; spreadsheets and science instruction; the Learning in Science Project and putting it into practice; science discipline knowledge in primary teacher education; science, technology, and society; gender differences in choosing school subjects; history of science education; quality of teacher education; science attitudes; socially constructed learning; and conceptual development. Other papers concern such areas as report writing; history of science; the nature of science; investigation skills; pseudo-scientific and paranormal beliefs; language in science; concept mapping; constructivism; metaphors; textbooks; children's interests; Aboriginal science; and science and television. (PR)

ED 351 191 SE 053 249

A Study of Tracking and Ability Grouping in Mathematics and Science Courses in Virginia's Secondary Schools. House Document No. 58. Report of the Department of Education to the Governor and the General Assembly of Virginia.
PUB DATE- 92
NOTE- 135p.; Some appendixes have poor quality type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Enrollment; *Equal Education; Grouping (Instructional Purposes); Low Income Groups; *Mathematics Curriculum; Mathematics Education; Minority Groups; Racial Differences; *Science Curriculum; Science Education; Secondary Education; Sex Differences; Socioeconomic Influences; Socioeconomic Status; Student Placement; *Track System (Education)
IDENTIFIERS- *Virginia

This study was conducted to determine the status of tracking and ability grouping for mathematics and science courses in the public secondary schools of Virginia as required by the General Assembly of Virginia. Guided by Virginia's standards for accrediting public schools that deal with instructional programs, the study team sought to determine if the practice of tracking and ability could negatively influence a school's ability to fully implement the standard. After a review of the literature related to ability grouping and tracking, a Student Enrollment Survey form was developed to collect data regarding

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; *Group Activities; *Literature Reviews; Peer Teaching; Research Reports; Science Education; *Science Instruction; *Staff Development; Student Projects; Teacher Education; Teaching Methods

This bulletin focuses on cooperative learning with an emphasis on its use in science classrooms. A comprehensive review of the educational literature on cooperative learning is presented. Major sections of this document include the following: (1) why cooperative learning in science? (2) some characteristics of cooperative learning; (3) some varieties of cooperative learning; (4) research on cooperative learning; (5) cooperative learning in science classrooms; (6) some questions and controversies related to cooperative learning; (7) cooperative learning: benefits revisited; and (8) staff development and cooperative learning. (PR)

ED 351 208 SE 053 438

Helgeson, Stanley L.
Problem Solving Research in Middle/Junior High School Science Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Critical Thinking; Educational Research; Elementary Secondary Education; Heuristics; Junior High Schools; *Literature Reviews; Middle Schools; *Problem Solving; Process Education; Research Reports; Science Curriculum; *Science Education; Test Reviews; *Thinking Skills
IDENTIFIERS- Science Process Skills

Problem solving has been a concern of science education for at least three quarters of a century. This book presents a comprehensive review of the research that has occurred in problem solving. The studies included in this summary range across the continuum. Some are concerned with gaps between conditions and resolutions; some involve science process skills; most in one way or another involve classroom exercises. All have in common a concern for problem solving in the science classroom. Although the primary concern in this summary is with science at the middle grades, some studies that extend into the elementary grades and into the high school years have been retained. Major sections of this book include definitions of problem solving, the assessment of problem solving, problem solving strategies and behaviors, gender differences, cognitive style and problem solving, cognitive development and reasoning ability, instruction and problem solving, and science curricula. (Contains over 130 references.) (PR)

ED 351 209 SO 021 686

Gerritsma, Henk B.; Verbaan, Daan
Research and Development Related to Peace Education in the

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Case Studies; *Economics Education; Foreign Countries; Foreign Culture; International Relations; *International Trade; Learning Activities; Secondary Education; Social Studies; Teaching Guides; Units of Study; World Affairs
IDENTIFIERS- *Japan

This five-part unit, intended for secondary students, uses an activity-oriented approach in order to involve students in the workings of international trade. Part 1 introduces students to basic terms. Part 2 explores what would be missing from U.S. lifestyle if there were no international trade. Part 3 introduces students to the reasons why trade is important to daily life through a focus on the importance of trade in providing jobs and on the monetary value of trade to the world economy. Part 4 introduces students to the mechanics of importing and exporting goods. Part 5 is a case study designed to have students apply what they learned in the unit to the case of trade friction between Japan and the United States. The case study deals with negotiations to increase Japanese imports of U.S. beef and citrus products. Five appendices also are included: (1) a glossary; (2) a brief trade history of Japan; (3) a study of trade and less developed countries; (4) a bibliography; and (5) a teacher evaluation form. (DB)

ED 351 229 SO 022 388

Chan, Adrian
Soviet-American Relations: Cold War to New Thinking. Topic #5 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College.
PUB DATE- 90
NOTE- 189p.; Latin America Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Conflict; *Foreign Policy; High Schools; *International Relations; Social Studies; Two Year Colleges; United States History; Units of Study; World Affairs
IDENTIFIERS- *Cold War; *USSR

This 12-day unit is designed for use in the social studies classroom for grades 9-12 and community college level. Students first learn about the ideological, political, and military rivalries of the United States and the Soviet Union that marked the Cold War. They are then introduced to the nuclear build-up, and they study its impact on matters of national and international security. Lessons on arms control and detente raise questions on the opportunities for cooperation between the two countries, and shift the focus from military to political issues. A final section on contemporary issues re-examines the foundations of the Soviet-American relationship in light of the momentous events of the late 1980s. This unit makes use of primary and secondary sources, cartoons, a glossary, a timeline, role plays, simulations, pre- and post-tests, and in-class activities. An on-going journal based on the timeline asked students to evaluate Soviet-American historical events in terms of national and international security and from different points of view. The pre- and post-tests and the journal can be used by the teacher for evaluation purposes. Five appendices include: (1) lists of related activities; (2) connections to social science textbooks; (3) connections to California's history/social science framework and model curriculum standards; (4) a bibliography; and (5) a literature-based approach to history on sixth graders' achievement, in terms of their historical understanding, and their attitudes. An experimental group receiving a literature-based approach was compared to a control group receiving a textbook-based approach. Both groups were similar in terms of ethnicity, socioeconomic status, and academic achievement. The focus of the unit was South Africa and the content and style of instruction were similar for both groups. The instruments used to assess the effects of the literature-based approach included a final examination, a "changing views" activity, the question asking "How did this novel help you learn about South Africa?" and an attitude survey. The results indicated that the experimental group achieved a more meaningful understanding of the historical content as evidenced by their more elaborate responses, their emotional and personal involvement, and their positive ratings on the attitude survey. The conclusions suggest that historical fiction can provide students with a richer and more mature understanding of history as well as increase their enjoyment of and appreciation for history. (Author)

ED 351 252          SO 022 504

Miller, Page Putnam
Women's History Landmark Project: Policy and Research.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; *Females; Historiography; Sex Bias; *United States History; Womens Studies
IDENTIFIERS- *Historical Landmarks; *Womens History Landmark Project

The Women's History Landmark Project was undertaken in order to increase the number of National Historic Landmarks (NHL) that focus on women. Despite the fact that the NHL Program is over 25 years old, only about 3 percent of the approximately 2,000 National Historic Landmarks focus on women. When the Women's History Landmark Project ends, the percentage of NHLs associated with women will probably have increased from 3 to 4.5 percent. This report describes the difficulties the project encountered in securing new NHLs associated with women. The difficulties fall into several categories: first, many of the buildings associated with women do not meet the History Division of the National Park Service's standard of physical integrity; second, many of the owners have not submitted written letters to officially support the nominations; third, the National Historic Landmarks criteria requiring "national significance" has a built-in bias for an elitist approach to history that disregards much recent scholarship in women's history; fourth, nominations of structures that represent trends in women's history, as opposed to recognizing notable women, are difficult to develop; fifth, the NHL Program has an unduly long review process and many bureaucratic procedures for considering properties; sixth, many important events in women's history took place in buildings that women did not own and that were not primarily associated with women, making it more difficult to make the case for NHL designation; seventh, and finally, the ground rules for the preparation of NHL nominations are constantly changing. (DB)

ED 351 253          SO 022 506

higher priority on a world at peace, equality, inner harmony, self-respect, broad-mindedness, independence, and being loving; the motivational clusters ranked higher by females were self-direction and universality. The results are discussed in the context of current gender research. A list of 35 references, as well as five tables that supplement the study are included. (Author)

ED 351 275 SO 022 691

Walstad, William; Gleason, Joyce
Energy and Economics. Revised Edition.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 92
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Economic Factors; *Economics Education; *Energy Education; Environmental Education; High Schools; Instructional Materials; Learning Activities; Science Education; Social Studies; Units of Study

This unit is designed to provide high school students with an introduction to topics of energy and economics. A basic premise of the unit is that energy issues and economics are interrelated. It is believed that the application of basic economic concepts to energy issues can provide students with the tools to improve their analysis of problems and will help them understand the consequences of alternative solutions to energy problems for consumers, business, or the public. The unit is comprised of 20 activities and is intended for use by teachers of social studies, science, economics, or consumer education. Among the activities included are the following: "Energy--A Scarce Resource"; "Measurement of Energy Consumption"; "Profits and Incentives in Energy Markets"; "OPEC: A Cartel Case Study"; and "Energy and the Environment." Each activity contains a program goal, objectives, key vocabulary, a list of materials, rationale, and implementation and evaluation guidelines. A supplementary materials guide is included. (DB)

ED 351 276 SO 022 707

Trends and Strategies of Action in Population Education for 1992-1995. Report of a Regional Consultative Seminar on Population Education (Bangkok, Thailand, May 21-28, 1990).
PUB DATE- 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Planning; Educational Policy; Foreign Countries; Futures (of Society); *International Cooperation; International Education; International Educational Exchange; International Organizations; *Population Education
IDENTIFIERS- *Asia Pacific Region

This five-part report concerns a seminar in which representatives from countries in the Asia Pacific region met to discuss their countries' experiences in population education and to cooperatively develop strategies to meet emerging needs in this area. Chapter 1 is an introduction that provides background information and discusses the inaugural activities of the comparison/contrast, argument, or synthesis of ideas; (4) a research paper; (5) an annotated bibliography; or (6) an expository paper describing a product created for a curriculum area. Evaluation consists of a portfolio review process. The writing program at Saint Mary's has three elements: a writing center that offers support for students working on the AWP requirement, faculty development workshops, and curricular changes. (IAH)

ED 351 295 SP 034 088

Professional Development Policy for Tennessee's Schools.
PUB DATE- 31 Jul 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Excellence in Education; *Faculty Development; Inservice Teacher Education; Principals; School Districts; *School Role; State Boards of Education; *State Standards; *Teacher Improvement; Teachers
IDENTIFIERS- Reform Efforts; *Tennessee

Professional development is an essential part of effective organizations, challenging policymakers and educators to create conditions conducive to student and teacher learning in each school. Tennessee's State Board of Education adopted a policy, consistent with the Education Improvement Act, pertaining to professional development which provides a framework recognizing the professionalism of teachers and administrators. The policy is designed to enhance the capacity of local school systems to provide professional development in each school emphasizing educational outcomes. This Professional Development Policy statement gives schools and school systems flexibility and responsibility for achieving results; recognizes that professional development is an essential ingredient in the continuous improvement of schools; outlines the role and responsibility of schools, the school system, and the state; offers a rationale for promoting professional development; identifies areas of focus and characteristics of effective professional development; discusses the role of other organizations including institutions of higher education and business and industry; and lists resources available to enhance professional learning. (LL)

ED 351 296 SP 034 089

Student Evaluation: A Teacher Handbook.
PUB DATE- Dec 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Decision Making; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Faculty Development; Foreign Countries; Guides; *Measurement Techniques; *Student Evaluation
IDENTIFIERS- *Integrative Processes; Saskatchewan

The guiding principles of this handbook are that student evaluation should be an integral part of good teaching practice and be treated as an ongoing and comprehensive process that is pervaded by careful planning and systematic implementation.

DESCRIPTORS- Academic Achievement; Curriculum Development; *Distance Education; *Educational Change; Elementary Education; Elementary School Teachers; *Faculty Development; Foreign Countries; *Inservice Teacher Education; Needs Assessment; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Jamaica; *Pedagogical Content Knowledge; *Reform Efforts

Consistent with education reform efforts, the Jamaican Government invited The Commonwealth of Learning to participate in an on-site needs assessment survey. Previous examination results revealed a need to strengthen teaching and learning in English, mathematics, and science, as most primary school teachers required enhancement in both the content and pedagogy of these subjects. Specific tasks assigned included: (1) identification of training needs which would assist in accelerating the primary teacher upgrading program; and (2) recommendations for practical means whereby the upgrading program might be accelerated through distance education. Since the number of qualified trainers in the country is inadequate to meet the many and diverse needs of educational personnel, distance education is viewed as one means of coping with the problem. This report addresses the critical infrastructure needed for the efficient and effective use of distance teaching and learning, and it discusses the possibility of broadening the use of distance education in Jamaica, particularly with respect to the in-service training of teachers and administrators to improve effectiveness in classrooms and schools. Recommendations and 24 references complete the document. (LL)

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ED 351 315           SP 034 149

Hollingsworth, Sandra
Teachers as Researchers: A Review of the Literature. Occasional Paper No. 142.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; Change Agents; *Criticism; Curriculum Development; *Curriculum Research; *Educational Change; Elementary Secondary Education; Higher Education; Literature Reviews; Social Change; *Teacher Role; Theory Practice Relationship
IDENTIFIERS- Self Empowerment; *Teacher Researchers

This article summarizes the breadth, diversity, and significance of the international movement to recognize, prepare, and learn from teachers as researchers from three interrelated standpoints: curriculum improvement, professional critique, and societal reform. A derivative of action research, teacher research from a curriculum improvement stance seeks to improve practice in social settings by trying out curricular ideas as both a means of increasing knowledge of the situation and improving it. Teacher research from the standpoint of professional critique intends to improve the structures and social conditions of practice. The focus of teachers as researchers relative to societal reform is on how schools and teaching are shaped in society and what epistemological views are important for their transformation. The cumulative effect of this work has been to influence the manner in which teachers are perceived as professional curriculum developers and agents of social change. It has also influenced current collaborative research models and school restructuring plans which emphasize instruction in the armed forces and public schools and giving support for desegregation. Bilingual education pilot programs began in the early 1960s, when more liberal immigration policies came into effect. Federal support grew, then lessened in the 1980s, and at the same time a backlash against perceived gains of minority groups developed, including a push for English-only policy. (MSE)

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ED 350 875 FL 020 746

Bamford, Kathryn W.; Mizokawa, Donald T.
Spanish-Immersion Children in Washington State: Fourth Year of a Longitudinal Study.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Bilingualism; *Cognitive Development; Comparative Analysis; Elementary Education; *Immersion Programs; Instructional Effectiveness; Language Skills; Learning Theories; Longitudinal Studies; Mathematics; Monolingualism; Second Language Instruction; *Second Language Learning; *Spanish
IDENTIFIERS- Vygotsky (Lev S); *Washington

The fourth-year update of a longitudinal study examined the progress of the 31 remaining members of 2 classes in the first cohort of a Spanish immersion program and their standard-program monolingual comparison group of 15 students. Achievement gains were measured on standardized tests of mathematics and language skills. Results provided new evidence supporting the hypothesis that degrees of primary-school bilingual development correlate with development of higher-order mathematical skills. However, while an earlier report of the longitudinal study showed significant gains in nonverbal development by the immersion students at grade 2, mathematics and language achievement data do not indicate a corresponding advantage for the immersion students at grades 4 and 5. At the intermediate grades, the immersion children were generally performing on par with their monolingual comparison group on standardized achievement measures. It is concluded that the study's results support the developmental-interdependence hypothesis and Vygotsky's theory of cognitive development, but not enhanced achievement among additive-bilingual children. A 31-item bibliography is included. (MSE)

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ED 350 876 FL 020 763

Holt, Daniel D.; And Others
Cooperative Learning in the Secondary School: Maximizing Language Acquisition, Academic Achievement, and Social Development. NCBE Program Information Guide Series 12.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Class Activities; Classroom

transition/adjustment problems; (3) financial difficulties; and (4) academic underpreparation. The extremely high attrition rates during the freshman year underscore the difficulties students face in making the adjustment to college life. Careerism may contribute to the stress of adjustment by forcing an early decision about majors and careers. Integration into college life, particularly among minorities, is important for sustaining student commitment. However, minority students, particularly blacks, have difficulty with integration into a largely white environment; this may explain their lower persistence rates. Theories such as the college-fit model and Tinto's path analysis model help identify the factors that influence student persistence. These theories point to the selection process as one way to increase persistence, but such approaches may drive selection to a more homogeneous population rather than facilitating the adjustment of all students. (Contains 38 references.) A brief "Viewpoint" column (Carole Morning) addresses college attrition. (Contains 11 references.) (BLR)

ED 350 895 HE 025 871

Kalsner, Lydia
The Influence of Developmental and Emotional Factors on Success in College.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Adjustment (to Environment); Higher Education; Learning Problems; Psychological Characteristics; Psychological Patterns; *Self Concept; *Self Esteem; *Self Motivation; Student Attrition; *Student Development; Withdrawal (Education)

This review examines the psychological variables that influence academic performance, by exploring the psychosocial development of students and the individual differences that emerge in childhood and impact upon a student's later self-concept. Areas discussed include identity and achievement issues, gender differences in identity achievement, the influence of self-concept and self-esteem on motivation towards academic achievement, and identity development and academic achievement in non-white college students. Also examined is the role of self-efficacy and its relationship to learning and performance goals. It is argued that how students deal with their establishment of an adult identity will not only affect their willingness to engage continuously in academics, but also determine how they choose to treat their college experience. Self-efficacy can affect a student's choice of activities and ability to exercise coping skills in the face of obstacles. Self-efficacy is also an important construct for understanding why some students react with a sense of helplessness to academic challenge. Locus of control has also been linked to individual achievement and an understanding of the limitations to personal control may help students, particularly minority students, avoid self-blame and debilitating frustration. Contains 39 references. A brief Viewpoint column (Carole Morning) describes the development of a new Higher Education Extension Service (HEES) as an independent, not-for-profit organization. (GLR)

ED 350 896 HE 025 872

the central issues of that topic, progresses through a background literature section to discussion of the data, analysis, and communication issues. Each chapter closes with a brief summary of the central points. Shaded boxes throughout provide starting places in a literature review. The papers are as follows: (1) "Persistence" by Michael F. Middaugh; (2) "Enrollment Management" by Craig Clagett; (3) "Student Impacts" by Jean Endo; (4) "Faculty Demand" by Michael D. McGuire; (5) "Faculty Salaries" by Richard D. Howard and others; (6) "Peer Institutions" by Deborah J. Teeter and Paul T. Brinkman; (7) "Diversity" by Daryl G. Smith; (8) "Environmental Scanning" by James L. Morrison; (9) "Total Quality Management" by Mary Ann Heverly; (10) "Academic Program Review" by Gary R. Hanson and Bridgett R. Price; and (11) "Cost Analysis" by Heather J. Haberaecker. (JB)

ED 350 915 HE 025 892

Suskie, Linda A.
Questionnaire Survey Research: What Works. Resources for Institutional Research, Number Six.
PUB DATE- 92
NOTE- 111p.; For a related book, see HE 025 891.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Data Collection; Higher Education; *Institutional Research; *Questionnaires; Research Design; *Research Methodology; Response Rates (Questionnaires); Scoring; *Surveys

This monograph for institutional researchers on questionnaire survey research aims to be both a guide to the basic steps of survey research and a useful reference tool. The monograph is in an informal, question and answer format and organized around the various steps of the survey research process. Chapter I discusses planning the survey including determining the purpose of the study, collecting background information, designing the survey, and making a time line for completing the project. Chapter II introduces questionnaire design by discussing the pros and cons of various question formats. Chapter III offers guidance on developing the questionnaire itself in discussions of ways to maximize the response rate and establish validity and reliability. Chapters IV and V deal with the mechanics of conducting a survey including preparing a cover letter, pilot testing, and making follow-up mailings as well as preparing the returned surveys for data processing. Chapter VI summarizes statistical principles as a guide to choosing the most appropriate statistical analysis. Chapter VII discusses reporting the survey results. Sample questionnaires are appended. A bibliography lists 65 sources grouped by topic. (JB)

ED 350 916 HE 025 894

Klenk, Warren W.
The College Presidency: The First Year.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; College Administration; College Faculty; *College Presidents; Educational Finance; Governance; Governing Boards; Higher Education; *Institutional Characteristics; Institutional Environment; Leadership

data for each group is listed by institutional classification, operating budget, enrollment group, and source of support (public/private). A profile of participating institutions is provided by classification, source of support, classification and source of support, system structure, operating budget, endowment, enrollment, employment, and geographical location. Appendices include a list of the participating institutions, the survey questionnaire used for the study, a glossary of terms used in the report, and the procedures for updating compensation information. Finally, a special study request form is supplied for those desiring a special search of the database. (GLR)

ED 350 935 HE 025 913

Weimer, Maryellen, Ed.
The Teaching Professor, 1991.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Book Reviews; Cheating; *Classroom Techniques; *College Faculty; *College Instruction; *College Students; Cooperative Learning; Educational Assessment; Educational Quality; Excellence in Education; Higher Education; Instructional Effectiveness; *Instructional Improvement; Problem Solving; Research; Student Attitudes; Teacher Attitudes; *Teacher Improvement; Teaching Methods; Thinking Skills

This document consists of the 10 issues of "The Teaching Professor" newsletter published in 1991. This newsletter provides forum for the sharing of research findings, observations, instructional strategies, and opinions on subjects pertaining to college level teaching and college faculty. Multiple subjects are discussed in each issue and are often based on recent books. Among the subjects covered in issues 1 through 10 are the following: (1) a sampling of 56 good-teaching laws and discussions on learning communities and the harmony between students' and professors' goals; (2) ideas on teaching students to think; (3) the testing of accommodations for disabled students; (4) being vague as a teaching strategy, why students cheat, and teacher credibility; (5) using open-text and open-note exams, and teaching effects on student learning; (6) how a college education makes a difference to the individual, students' opinions about course evaluations, and some new ideas on college teaching techniques; (7) making the most of written feedback, and quality assurance in higher education; (8) ideas on making students think, and how to document teaching excellence; (9) excerpts from books concerning problems in teaching problem solving, cooperative learning, class-cutting, and students' thoughts on why learning groups fail; and (10) student self-assessment in higher education, and defining effective instruction. (GLR)

ED 350 936 HE 025 914

Cheney, Lynne V.
Telling the Truth. A Report on the State of the Humanities in

remained stable since the previous year while the enrollment of women increased 1.7 percent. Significant gains were made in 2-year institutions particularly in part-time enrollment; and (3) the total number of degrees and other formal awards conferred by postsecondary institutions in 1990-91 showed no significant change over 1989-90. (Included are six tables and a glossary.) (JB)

ED 350 955 HE 025 933

Health Professions Education Extension Amendments of 1992. Conference Report, 2d Session. (To accompany H.R. 3508, 102d Congress, 2d Session.)
PUB DATE- 29 Sep 92
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Allied Health Occupations; *Federal Legislation; Federal Programs; Higher Education; *Medical Education; Nursing Education; Student Financial Aid
IDENTIFIERS- Health Policy; *Health Professions Educ Exten Amendments 1992

This conference report contains a proposed alternative amendment to the Public Health Service Act to reconcile differences between the Senate and House amendments. The bulk of the document presents the proposed revisions to: Title I on health professions education; Title II concerning nurse education; and Title III offering miscellaneous provisions (e.g., establishment of various councils and commissions; authorizing a study regarding clinical laboratory technologists for medically underserved and rural communities; expanding the locations of certain clinical traineeships; and authorizing grants for residency training programs in emergency medicine, and for a study on effectiveness of health professions programs). Following the amendment is a statement by the Committee listing changes in the amendment by section number, and explaining the reasons for many of the more significant changes item by item. The introduction to this statement makes clear that this amendment does not simply reauthorize a previous program but restructures the program and related authorization levels to place greater emphasis on activities to improve health care access and delivery by increasing the training of health care providers, especially providers of primary care services in medically underserved areas. (JB)

ED 350 956 HE 025 934

Parent and Supplemental Student Loans: Volume and Default Trends for Fiscal Years 1989 to 1991. Fact Sheet for Congressional Requesters.
PUB DATE- Sep 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Colleges; College Students; Higher Education; *Loan Default; Parent Financial Contribution; *Postsecondary Education; Proprietary Schools; *Student Loan Programs
IDENTIFIERS- *Federal Supplemental Loans for Students; *Parent Loans for Undergraduate Students Program

This study examined the rate of participation in, and default on (four brief papers by Tom Green, Saviour Chircop, Alex Romiszowski, Phil Doughty); "Is There a Scientific Basis for Effective Teaching" (John Centra); "The Diffusion and Implementation of Educational Technology in Developing Nations" (Don Ely); "Programmatic Research and Development at Syracuse University" (Charles Dills); "Computer Mediated Communication--An Overview" (five papers by Karen Jost, Tom Green, Barbara Florini, Barbara Grabowski, Alex Romiszowski); "Some Thoughts on Improving Instruction" (Rob Branch); "Course-Level Academic Processes as Indicators of the Quality of Undergraduate College Education" (John Braxton); "Structural Communication" (Wende Pusch, Elisa Slee); "Interpersonal Skills: Critical Attributes for Instructional Developers" (Ruth Curtis, Darlene Nestor); "Planning for Success: College Distance Education Programs" (Lynda Hanrahan); "Moving from Pedagogy to Andragogy" (Roger Hiemstra); "The Case-Study Methodology and Instructional Development" (Alex Romiszowski, Martin Mulder, Jules Pieters); "Background and Experiences of New Faculty" (Mardy Eimers); "Computer-Based Interactive Video: The Potential for Effective Instructional Environments" (Karen Jost); "Establishing an Instructional and Faculty Development Effort at SUNY-ESF" (Charles Spuches); "The Syracuse University Focus on Teaching Project" (Robert Diamond, Peter Gray, Alton Roberts); "What Is the Role of Educational Technology in Generating Change in Public School Education?" (Richard Kenny); "Establishing a Self-Instructional Development Facility at NAARM" (Aradhyula Gopalam, K. V. Raman); "Formative and Summative Evaluation Procedures for Interactive Video in the Nuclear Industry" (Barbara Grabowski, Elisa Slee); "Automated Job Aides for Instructional Design and Development" (Michael Olson); "Research as a Chain of Reasoning" (David R. Krathwohl); "Affective Objectives: A Discussion of Some Controversies" (Cheryl Ackerson); "The Writings of David Krathwohl" (Charles Dills); "Methods of Social Science and Educational Research" (Charles Dills, Vincent Tinto); "Review of David R. Krathwohl, 'How To Prepare a Research Proposal: Guidelines for Funding and Dissertations in the Social and Behavioral Sciences,' Third Edition" (Deborah Fournier, Nick Smith); "Research in Hypertext" (Lydia Doty). A section entitled "Job Aids," by Alex Romiszowski, which deals with problems, concepts, and issues raised in earlier articles, appears in each issue of the journal. (ALF)

ED 350 974 IR 015 784

Education and New Information Technologies Teacher Training and Research. A Survey of Co-operative Projects between Universities and Schools.
PUB DATE- 92
NOTE- 229p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Communication (Thought Transfer); Computer Assisted Instruction; *Computer Literacy; *Cooperative Programs; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; *Inservice Teacher Education; Microcomputers; Program Descriptions; Questionnaires; Research Utilization; School Surveys; Teacher Education; Theory Practice Relationship
IDENTIFIERS- Asia; Europe; North America; Training Needs

This report from the Centre for Educational Research and specific subject areas; and workshops. Discussions of major issues, concerns, and suggested changes conclude the report. Twelve tables present the findings of the various surveys, and the appendixes contain copies of the questionnaire for the student awareness survey; the student, faculty, counselor, and campus librarian questionnaires; and a staff interview form. (ALF)

ED 350 992 IR 015 807

Tinker, Robert F., Ed.; Kapisovsky, Peggy M., Ed.
Prospects for Educational Telecomputing: Selected Readings.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 164p.; Papers distributed to participants attending the Consortium for Educational Telecomputing Conference (Cambridge, MA, April 18-19, 1991). For the proceedings of the conference, see IR 015 813.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Educational Change; Educational Cooperation; *Educational Innovation; Educational Technology; Electronic Mail; Elementary Secondary Education; *Government Role; International Communication; *Private Sector; School Restructuring; *Telecommunications
IDENTIFIERS- National Research and Education Network; *Telecomputing; Texas Education Network

The purpose of this collection of readings was to stimulate debate on the role of educational telecomputing in school reform and restructuring, and how efforts from the public and private sector can coordinate to bring about these changes. The 14 papers are entitled: (1) "Linking for Learning: Computer-and-Communications Network Support for Nationwide Innovation in Education" (Beverly Hunter); (2) "Networking for K-12 Education: Bringing Everyone Together" (John Clement); (3) "A Developer's Perspective on Telecomputing" (Candace L. Julyan); (4) "A Publisher's Perspective on Telecomputing" (Monica Bradsher); (5) "The Network Science Experience: Learning from Three Major Projects" (Cecilia Lenk); (6) "Building Electronic Communities: Success and Failure in Computer Networking" (Margaret M. Riel and James A. Levin); (7) "Electronic Communities of Learners: Fact or Fiction" (Sylvia Weir); (8) "Alice: Telecommunications for Education" (Patricia Parker); (9) "Considerations Underlying the Architecture of a State Public School Telecomputing Network" (Glen L. Bull, Cameron M. Harris, and Harold Cothern); (10) "TENET: Texas Education Network" (Connie Stout); (11) "Networking the Future: We Need a National 'Superhighway' for Computer Information" (Al Gore); (12) "IGC (Institute for Global Communications) Networks and Education" (Bill Leland); (13) "International Telecomputing" (John Foster); (14) "Introducing Telecomputing to Soviet Schools" (Boris Berenfeld). (ALF)

ED 350 993 IR 015 808

Teacher Education at a Distance: Meeting the Needs of the Disadvantaged. Final Report of the Regional Workshop in Distance Education in Teacher Education Organized by Unesco PROAP in Collaboration with Balitbang Dikbud and the Universitas Terbuka (Jakarta, Indonesia, November 1-9, 1988).
PUB DATE- 90

Research; *Multimedia Instruction; Organizations (Groups); *Professional Associations; *Professional Training; School Restructuring; Science and Society; Technological Advancement; Telecommunications
IDENTIFIERS- National Research and Education Network

The Educational Media and Technology Yearbook (EMTY) is designed to provide media and instructional technology professionals with an up-to-date, single-source overview and assessment of the field of educational technology. Each volume addresses current issues, notes trends, and provides current listings of and background information about the organizations, agencies, colleges, and universities that serve the field. EMTY 1992 is divided into eight parts. In Part 1 overall trends and issues are discussed. Part 2, "The Profession," includes reports from a variety of educational technology organizations. Articles by authorities in the field make up part 3, "Current Developments," covering such issues as "Technology and School Restructuring," "Cable in the Classroom," and "Digital Media." Part 4, "The Professional Literature," provides commentaries on a significant new history of the field, "The Evolution of American Educational Technology," by Paul Saettler, and a response by the author. Part 5 offers "Leadership Profiles" of Robert Mills Gagne, Robert Heinich, and Charles Francis Schuller. Annotated entries for several hundred prominent North American organizations and associations are included in Part 6, while Part 7 covers graduate programs, scholarships, fellowships, and awards currently available in the field. The mediagraphy presented in Part 8 provides an annotated listing of media-related print and nonprint resources which includes the producer, distributor, or publisher of each entry. Organized by subject, the mediagraphy covers 15 topics ranging from Artificial Intelligence and Robotics to Video Communication Technologies. An index is provided. (BBM)

ED 351 011 IR 054 203

Functions of the National Library Service for the Blind and Physically Handicapped Broken into Meaningful Parts as Managed Units of Activity.
PUB DATE- 3 Aug 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blindness; *Federal Programs; *Library Role; *Library Services; *National Programs; Physical Disabilities; *Public Agencies; Reading Materials; User Needs (Information); Users (Information)
IDENTIFIERS- *National Library Service for the Blind

This document begins with an overview of the authority, functions, and responsibilities of the National Library Service for the Blind and Physically Handicapped (NLS/BPH), an agency of the Library of Congress that is responsible for administering the national program to provide reading materials for the nation's blind and physically handicapped individuals and U.S. citizens living abroad. Functions of the following NLS/BPH divisions are then detailed: (1) the Office of the Director, including the Director, Automation Office, Research and Development Officer, Administrative Section, and Publications and Media Section; (2) the Materials Development Division, including the Materials Development Division Office, Bibliographic Control Section, Braille Development Section, Collection Development Section, Engineering Section, Production

Library Surveys; Long Range Planning; *Public Libraries; Questionnaires; Reference Services; School Libraries; *Shared Library Resources; Special Libraries; User Needs (Information); *User Satisfaction (Information)

This technical report contains the survey forms and statistical detail of a study of Massachusetts libraries, the purpose of which was to assess the current state of library services and library cooperative activities in Massachusetts and recommend strategies to develop an action plan for the improvement of library services. In particular, the study investigates the library operational functions and services that lend themselves to resource sharing and cooperative arrangements; services to special populations; consultant services to libraries, such as labor and governmental relations, library operations, personnel development and training; communication and delivery services among libraries; and extended access to library collections through alternative means. The technical report contains detailed study results with emphasis on the current status of libraries in Massachusetts and library resource sharing. Information about library income and expenditures and library services provided was collected from public, academic, school, institutional and special libraries. The report presents data about circulation, use of automation, collection sizes, reference services, and outreach programs, as pertinent to the types of libraries studied. The report also focuses on public library use and users. The information in this report was gathered through library surveys, surveys of library patrons from 19 libraries, and cost finding studies of 16 libraries. Appendices provide copies of the six-part library survey questionnaire adapted for use with public, academic, school, institutional and special libraries; the questionnaire used for library cost finding; the user survey questionnaire; testimony on nonresident lending and borrowing and library responses to open ended questions about the needs of library patrons and the most urgent needs of the respondent's library. (KRN)

ED 351 029 IR 054 225

Griffiths, Jose-Marie; King, Donald W.
Massachusetts Libraries: An Alliance for the Future. Final Report and Executive Summary for the Massachusetts Board of Library Commissioners.
SPONS. AGENCY- Massachusetts State Board of Library Commissioners, Boston.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 96p.; For associated "Technical Report" containing detailed study data, see IR 054 223.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Change Strategies; Elementary Secondary Education; *Financial Support; Higher Education; Income; Institutional Libraries; Library Automation; *Library Cooperation; Library Expenditures; *Library Networks; Library Research; Library Services; Library Statistics; *Public Libraries; School Libraries; *Shared Library Resources; Special Libraries

A comprehensive study of the current state of library services and library cooperative activities in Massachusetts found that the state's 2,796 public, academic, school, institutional and special libraries make a significant contribution to lifelong learning, to the economy, and to the quality of life. The year colleges are one-fifth as likely to earn a bachelor's degree as those who start out in four-year schools. Given that approximately 50% of minorities in college are enrolled in two-year institutions, the role of these colleges in increasing minority participation in mathematics-related fields cannot be overstated. Mathematics teachers and professors, and those charged with facilitating the learning process, are the major change agents for improving the delivery of mathematics for minorities, as well as for all students. Proven change strategies include: (1) supporting a paradigmatic shift which asserts that all students can and must learn mathematics, and that minorities can succeed in mathematics-based fields; (2) setting up articulation and collaborative programs that make transfer from two- to four-year institutions smoother; (3) encouraging the best students to go into teaching; (4) intensifying minority recruitment; (5) promoting mathematics within minority communities by highlighting the successes of two-year college students in these communities; (6) restructuring remedial courses to incorporate cooperative learning, peer tutoring, and computer-assisted instruction; (7) setting numerical targets for minority student transfer; (8) establishing partnerships with industry; (9) seeking financial and human resources from government; and (10) promoting the teaching and learning function in mathematics. (MAB)

ED 351 046          JC 920 507

Lorenzo, Albert L.; Banach, William J.
Critical Issues Facing America's Community Colleges.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Aging in Academia; College Planning; *College Role; *Community Colleges; Educational Research; Educational Technology; Educational Trends; Enrollment Trends; Financial Problems; *Futures (of Society); Multicultural Education; Retrenchment; *Role of Education; *School Effectiveness; Student Attitudes; Trend Analysis; Two Year Colleges

Drawing on demographic data, a variety of sources and abstracted documentation, as well as the work of national scanning panels, this report briefly reviews the following 12 issues facing community colleges: (1) the conflict between the broad requirements of state and federal educational legislation, and the increasingly unique demands placed on individual institutions to address local needs; (2) the decreasing availability of resources to meet people's needs; (3) the growing difficulty in identifying and defining the purpose of community colleges; (4) the increasing demand on institutions to assess their educational outcomes; (5) the casual attitude many students take towards education; (6) the problem of an aging faculty, nearing retirement, with little incentive to become actively involved in change efforts; (7) the need to teach students about the history, culture, politics, and economies of other countries; (8) the problems of finding qualified faculty to fill new vacancies, while providing incentives for older faculty to retire once they can no longer make quality contributions; (9) the ambivalence of many instructors to utilize new educational technologies; (10) the lack of research activity among the majority of community college educators; (11) the absence of a dominant workplace force in January 1991. In addition, grants were awarded to four community college districts (i.e., Mt. San Antonio College, San Joaquin Delta College, San Jose-Evergreen, and Santa Barbara City College) to develop prototype accountability reports. The task force was assigned the role of consultant in the planning and development of three components of the accountability system: the districts' pilot projects; a guide designed to assist colleges in implementing accountability programs; and a systemwide accountability indicators report. This final report of the task force provides an overview of all of the activities undertaken during the program planning stages, including a study of state and local costs of the accountability system commissioned by the Chancellor's Office, and offers recommendations concerning the system's implementation. Highlighted recommendations underscore the importance of locating funds to: (1) improve the capacity of colleges to conduct institutional research and develop management information systems; (2) implement the statewide plan described in the cost study; and (3) improve college and Chancellor's Office access to statewide employment and transfer databases. Appendixes provide summaries of the pilot districts' projects, and an outline of the 18 systemwide accountability indicators related to student access, success, and satisfaction; staff composition; and fiscal condition. (MPH)

ED 351 062 JC 920 540

Stanley, Pat; Prentiss, John
Economic Development Program Funding Plan: 1992-93.
PUB DATE- Jan 92
NOTE- 27p.; Discussed as agenda item 3 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 9-10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Community Development; *Economic Development; Financial Support; Inservice Education; Intercollegiate Cooperation; *Job Training; *Labor Force Development; Program Costs; Program Descriptions; Program Proposals; *School Business Relationship; *State Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges

In 1988, the Chancellor's Office of the California Community Colleges (CCC) established an Economic Development Program (EDP) to support community colleges' efforts to provide education, training, and technical services to business and industry. The EDP's mission was to establish model programs, demonstration projects, and college/business partnerships. The 14 program categories under which colleges could submit funding proposals included: (1) Business Resource, Assistance, and Innovation Network; (2) Centers for Applied Competitive Technologies; (3) Centers for International Trade Development; (4) Regional Environmental Business Resource and Assistance Centers; (5) Workplace Learning Resource Centers; (6) Statewide Coordination Network and Locally-Based Statewide Program Coordination; (7) Regional Economic Development and Contract Education Technical Support, and In-Service Training Coordination; (8) Employer-Based Training; (9) Economic Development Training Set-Aside; (10) Vocational Education/Technology Instructor and Career-Counselor In-Service Training; (11) Technical Instructor Intensive In-Service Training; (12) Environmental Hazardous Materials Technology

34 health professionals from Honolulu acute care hospitals, most of whom were, or had been, supervisors of nurses' aides. The respondents were asked to rate the importance of the various knowledge, skill, and attitude items as either "essential," "important," "desirable," or "not necessary." The resulting weighted inventory, which consisted of a total of 91 criteria grouped in 19 categories, allowed for identification of each item as either "top priority," "high priority," "priority," or "low priority." Highlights of the inventory included the following: (1) the individual criterion receiving the highest rating was "honesty," considered "essential" by 97% of respondents; (2) the category of "safety" had the highest aggregate rating; (3) over 90% of the respondents rated "skill at handling hazardous substances and 'sharps'" and "oxygen therapy" as "essential" skills; (4) over half of the "personal patient care" items, as well as many skills in the "knowledge" category (e.g., "measure pulse"; and "CPR") received "high priority" ratings; and (5) lowest ratings were given to the "life cycle knowledge" category. The weighted inventory is included. (PAA)

ED 351 078          JC 920 556

Eaton, Judith S.
Presidents and Curriculum.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *College Curriculum; *College Presidents; College Role; Community Colleges; *Curriculum Development; Decision Making; Educational Trends; Futures (of Society); National Surveys; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Center for the Study of Community Colleges CA

In December, 1991, the National Center for Academic Achievement and Transfer (Washington, D.C.), in cooperation with the Center for the Study of Community Colleges (California), conducted a random national survey of two-year college presidents to identify their attitudes toward and role in curriculum development. Survey findings, based on a 53% response rate (n=114), included the following: (1) on average, the respondents were 53 years old, male (88.6%), held graduate degrees in education, and had been in their current positions for 9 years; (2) taken together, liberal arts and occupational education had accounted for more than 82% of the institutions' curricula when the presidents arrived, and would, if left to the presidents, decline to 77.6%, while the community services and remedial/developmental curricula combined would increase from 17% to 22.6%; (3) while nearly two-thirds of the respondents reported very limited involvement in new course adoption or course revision, a vast majority indicated that they were "very much involved" in new program approval (92.8%), and in course/program deletion (79.3%); (4) with regard to national trends over the next 5 years, the presidents anticipated an increased need for remedial education and English as a Second Language offerings, followed by an increased demand for curricula to meet transfer and occupational needs; and (5) the presidents had a tendency to view issues concerning curriculum and the colleges' usefulness to the community as separate arenas of decision making. Data

(ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Development; *Curriculum Development; *Integrated Curriculum; Intermediate Grades; Junior High Schools; *Middle Schools; Teacher Student Relationship; *Thematic Approach
IDENTIFIERS- Early Adolescents; ERIC Digests; *Middle School Students

Recent debates among educators about the middle school curriculum involve three concepts: (1) middle school ought to provide a general education school in which the curriculum focuses on widely shared concerns of early adolescents and the larger world rather than specialization among separate subjects; (2) the curriculum ought to serve the students; and (3) adolescents should not be viewed as victims of their developmental stage. These concepts, along with the notion of curriculum integration, point to a vision for middle school curricula that addresses the questions adolescents have about themselves and their world, and questions shared by adolescents and older people. This vision results in a curriculum organized around themes rather than artificial subject areas. The vision has been put into practice in the Marquette Middle School in Madison, Wisconsin. In this new curriculum vision, students are given a voice in curriculum planning. Meanings are created by students rather than imposed by adults. Knowledge and skill are removed from abstract subject categories. The curriculum integrates affect and cognition, and the curriculum is integrated and whole, rather than divided into blocks of time devoted to subject courses. Proposals for integrative curricula focus on the middle level because professionals at the middle level have been more involved in school reform than those at other levels. Six references are cited. (BC)

ED 351 096 PS 020 585

Gullo, Dominic F.
Developmentally Appropriate Teaching in Early Childhood: Curriculum, Implementation, Evaluation. NEA Early Childhood Education Series.
PUB DATE- May 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Classroom Environment; Cognitive Development; Curriculum Development; *Early Childhood Education; *Educational Philosophy; *Educational Practices; Learning Theories; Parent Participation; Program Evaluation; *Teacher Role; *Teaching Methods; *Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; Learning Environment

The guiding principles of developmentally appropriate early childhood education are examined, along with pertinent research, concrete examples, and implications for practice.

Computers and Young Children: Procedures and Practices in the Computer Laboratory.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Centers; *Computer Literacy; *Computer Software; *Computer Software Selection; *Computer Uses in Education; Early Childhood Education; *Young Children

This paper discusses techniques for the preservice teacher to use in planning computer learning experiences for young children. Teachers need to become aware of the functions of the computer, the capabilities of computer technology with young children, and the response of young children to the computer in the learning environment. Teachers should be able to develop a plan for a computer center, and strive to promote computer awareness and computer literacy in children. They should also utilize the technology of computer assisted instruction (CAI) for drills and practice, tutorials, and simulations. The paper contains lists of computer terms, helpful hints on how to teach young children about computers, suggested computer activities for young children, and a list of 39 software programs designed for young children that cover the topics of language, numbers, classification, spatial relations, and creative projects. (MDM)

ED 351 115 PS 020 796

Mintzer, Janet L.
A Guide to Requesting School Board Approval for Before and After School Child Care.
PUB DATE- Jan 90
NOTE- 22p.; Project is funded by the Southeastern Pennsylvania School Age Child Care Project of the Day Care Association of Montgomery County.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; *Boards of Education; Children; Dual Career Family; Elementary Education; *Latchkey Children; Questionnaires; *School Age Day Care
IDENTIFIERS- *Before School Programs; *Pennsylvania

This guide outlines a step-by-step procedure for requesting school board approval for school-based child care programs. Individuals or groups contemplating the creation of such programs need to: (1) gain community support through public meetings; (2) approach school board members and district officials to gauge their level of support; (3) document the need for child care in the district through the use of a parent survey or other method; (4) prepare a detailed proposal; and (5) formally address the school board. Specific points of persuasion to help convince school board members and district officials of the need for before- and after-school child care programs are discussed. Examples of a parent survey form, sample operational budgets for after-school and full-day summer child care programs, and profiles of organizational models of three existing programs in southeastern Pennsylvania are teacher education for Aboriginal teachers in South Australia and the Northern Territory are highlighted. It is concluded that Aboriginal culture can only be fostered through Aboriginal self-determination in education. Appendices include a list of persons and organizations contacted for the report, guidelines for questions asked of these persons and organizations, a description of culturally appropriate education, and notes on Aboriginal early childhood centers. A bibliography of 28 items is provided. (BC)

ED 351 135 PS 020 891

Holmes, Tony
Early Childhood Teacher Education in Australia.
PUB DATE- Jul 92
NOTE- 31p.; Funding provided by a grant from the Australia-New Zealand Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Day Care; *Early Childhood Education; *Educational Policy; Foreign Countries; *Government School Relationship; Higher Education; *Preservice Teacher Education; Public Policy; *Teacher Education Programs; Universities
IDENTIFIERS- *Australia; *New Zealand

This report attempts to inform those working in early childhood teacher education (ECTE) in New Zealand of some recent developments in the field in Australia. The Australian government recently required all colleges of advanced education (CAEs), which are part of the ECTE system, to amalgamate with existing universities or reform themselves as new universities. The 4-year Bachelor of Education degree is becoming the norm for teacher education. These amalgamations of CAEs and universities have resulted in a takeover of ECTE by universities, with many programs reorganized in line with university structures, and this takeover threatens the philosophy, curricula, and pedagogy of early childhood education, and has lead to lower standards, funding cuts, increased workloads, and more centralized control of ECTE in Australia. These developments have serious implications for ECTE in New Zealand, each one of which is briefly specified and described. Appendixes include: (1) a glossary of terms and nomenclature related to early childhood education services in Australia; (2) a list of interviewees and information providers; (3) a set of guidelines for questioning staff from ECTE programs; (4) examples of early childhood and childcare courses in Victoria; (5) a history of early childhood courses at selected institutions; (6) a list of ECTE courses at Australian institutes and universities; and (7) practicum and assessment requirements at selected institutions. (MDM)

ED 351 136 PS 020 894

McFarland, Suzanne L.
Extending "The Neighborhood" to Child Care. Research Report.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

being, and attacks instead the supply-side problem, i.e., the chronic shortage of skilled workers in rural areas. Contrary to this theory, an analysis of Bureau of Labor Statistics employment projections suggests that there will not be an "explosion of skilled jobs" in the 1990s, either nationally or in rural areas. The paper analyzes changes in pay levels, skill requirements, average years of schooling, and educational requirements in the 1970-1988 period and uses them as a point of comparison for estimated future changes. It also compares rural and urban areas. The policy implications of the analysis are that: (1) the most serious obstacle to rural economic progress may be the lack of growth in high-skill jobs and not the skills and education level of the rural workforce; (2) efforts to upgrade worker skills by themselves seem unlikely to pay off since the availability of high-skill jobs will only increase slightly; and (3) rural upgrading only makes sense if coordinated with policies for boosting demand for rural high-skill workers. This paper contains numerous tables. The appendix provides information about the data used in the paper such as industrial and occupational data, pay levels, skill indices, and educational levels. (KS)

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ED 351 155 RC 018 783

Indigenous Knowledge and Learning. Papers Presented in the Workshop on Indigenous Knowledge and Skills and the Ways They Are Acquired (Cha'am, Thailand, March 2-5, 1988).
SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).
PUB DATE- 88
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Culture; Foreign Countries; *Indigenous Populations; Modernization; *Program Improvement; Public Agencies; *Research Methodology; *Research Needs; *Rural Development; Rural Education
IDENTIFIERS- *Indigenous Knowledge Systems

This proceedings documents an international workshop that focused on the research linking indigenous knowledge and indigenous learning with rural intervention programs. Research into indigenous knowledge and indigenous learning could lead to an improvement in rural intervention programs by building upon the knowledge and skills indigenous to rural communities. Individual presentations were on the following topics: (1) indigenous technological knowledge (ITK) in Malaysia relating to agriculture, fishing, forest resource exploitation, architecture, handicrafts, and indigenous medicine; (2) indigenous knowledge in Thailand and the need for ITK research and a close liaison between development workers, researchers, and politicians to safeguard relevance and applicability of research results; (3) the state of research on indigenous knowledge and indigenous learning in the Philippines; (4) research on indigenous knowledge and skills in Indonesia; (5) methodology of research on indigenous learning systems; (6) the application of research to assist intervention agencies; and (7) examples of research applications from coastal zone resources. This document includes summaries of the conference sessions and group discussions and a list of conference participants. (LP)

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ED 351 156 RC 018 831

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational History; Elementary Secondary Education; Ethnography; *One Teacher Schools; Rural Education; School Size; *Small Schools; Teacher Behavior; *Teacher Characteristics; Teacher Student Relationship; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- Teacher Community Relationship; *Vermont

This 1987-88 study was conducted to identify, describe, and analyze the significant issues facing one of Vermont's five remaining schoolmarms. The primary subject of the study is a first-year one-room schoolteacher in a rural Vermont town. Chapter 1 offers a brief history of Vermont's one-room schools, a description of the town, the school, and the teacher's "typical" day. Chapter 2 addresses the question of scale. Advantages of smallness are great community involvement, high institutional flexibility, and close interaction among the students, teachers, and parents. Limitations are restricted school space, curriculum, pupil peer groups, efficiency, privacy, and resources. Chapter 3 discusses the schoolmarm's isolation and independence. Chapter 4 examines the issue of educational tradition (embodied by the retiring teacher) and change (represented by her first-year replacement), community expectations, curriculum, work values, patriotism, religion, morality, discipline, resources, and educational philosophy. The paper concludes that one-room pupils receive effective instruction, made possible by well-trained teachers, flexible standards, and better-than-adequate resources. Negative aspects include isolation, urban bias, limited educational options, and unrealistic community expectations. The document includes five tables of Vermont school statistics. (TES)

ED 351 174 RC 018 854

Hale, Janet Campbell; And Others
Native Students with Problems of Addiction. A Manual for Adult Educators.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.
PUB DATE- 90
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Alcohol Abuse; *Alcohol Education; *Alcoholism; Behavior Change; *Canada Natives; Cultural Influences; Decision Making Skills; Drug Abuse; *Drug Addiction; *Drug Education; *Educational Strategies; Ethnicity; Prevention; Self Concept; Self Esteem; Substance Abuse
IDENTIFIERS- Native Americans

This manual's purpose is to help adult-education instructors to deal with addictive or preaddictive behavior in their Native American students. The impact of alcohol and drug-related social problems has been devastating to Native communities. It is essential to examine broader issues such as cultural identity, ethnic pride, self-confidence, and self-esteem when implementing addiction-prevention strategies. The manual consists of five units. Unit 1 discusses different types of addiction and characteristic addictive behavior. It also provides a brief explanation of the origins of addiction and a enrollment and offerings. Findings from the survey were reported in five sections. Findings revealed the following: (1) black students and low socioeconomic status (SES) students were unable to achieve the level of preparation necessary to attempt the advanced academic courses; (2) opportunities to enroll in advanced academic courses were limited; (3) students need access to advanced academic courses; (4) limited course offerings, particularly in the rural areas of the state, reduce the possibility of a larger number of students acquiring skills and abilities taught in advanced courses; and (5) tracking appears to have a negative influence on access and achievement for black and low SES students. Approaches are offered to increase enrollment of black and low SES students. Based on the findings, three recommendations to the Department of Education to increase course offerings and investigate tracking practices are presented. Appendices provide lists of courses offerings, contributing agencies, survey responses, Virginia School Divisions, course enrollments, distributions of mathematics and science courses, and the survey form. (Contains 44 references.) (MDH)

ED 351 192          SE 053 266

Mokros, Jan; Russell, Susan Jo
Children's Concepts of Average and Representativeness.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Concept Formation; Grade 4; Grade 6; Grade 8; Intermediate Grades; Interviews; Junior High Schools; Learning Strategies; *Mathematical Concepts; Mathematics Education; *Problem Solving; Qualitative Research; *Statistics
IDENTIFIERS- Arithmetic Mean; *Averaging (Mathematics); Mean (Statistics); *Representativeness

This paper reports a study to address two questions concerning children's understanding of average: How do children construct and interpret representativeness within the context of data sets? and How do children think about the mean as a particular mathematical definition and relationship? Twenty-one students (seven each of 4th, 6th, and 8th graders) were interviewed using a series of seven open-ended problems that examined the notion of average. The four that yielded the most results were identified and included in the report. These were two "Construction Problems," an "Interpretation Problem," and a "Weighted Means Problem." Analysis of transcripts and summaries of the interviews produced five approaches that children used for constructing and describing average. The approaches were: (1) Average as Mode; (2) Average as Algorithm; (3) Average as Reasonable; (4) Average as Midpoint; and (5) Average as Mathematical Point of Balance. Interpretation of these approaches concluded that students whose strategies were dominated by Modal or Algorithmic approaches did not view average as a representative measure of the body of data as a whole. Interpretation also concluded that students whose strategies were dominated by the Reasonable, Midpoint, and Balance approaches embodied different aspects of constructing a mathematical definition of average. Further research questions resulting from the research are discussed. (Contains 11 references.) (MDH)

Netherlands. Views from the Polemological Institute, University of Groningen. Peace Education Miniprints No. 15.
PUB DATE- Apr 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *International Education; *Peace; Role of Education; *Social Change; *Teaching Experience; World Affairs
IDENTIFIERS- *Netherlands; *Peace Education

The project group, "Preparedness for Peace," at the Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of war and peace. As part of this work, experts with special interests and competence in areas related to peace education are interviewed. This interview explores the views of Henk B. Gerritsma and Daan Verbaan, both of whom work at the Polemological Institute, University of Groningen, the Netherlands. Interview questions concern such issues as the definition of peace education, ways in which schools can contribute, how students can become more aware of, and more prepared for, problems of peace, and what can be done to provide better teacher training in the area of peace education. (DB)

ED 351 210 SO 021 688

Thelin, Bengt
Peace Education: A Tentative Introduction from a Swedish Perspective. Peace Education Reports No. 2.
PUB DATE- May 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational History; Educational Policy; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; *International Education; *Peace; *Social Change; War; World History
IDENTIFIERS- *Peace Education; *Sweden

Discussing the concept of peace education, specifically from a Swedish perspective, this paper offers a rationale for the inclusion of peace education in school curricula throughout the world. Organized into three sections, the first section presents a historical background to current peace education efforts, and focuses on developments since World War II, especially within Swedish schools. The second section seeks to define the content of peace education, and includes a discussion of the intellectual history of war, the arms industry, human rights, developing nations, psychological problems, security policy, and peace and the environment. The third section discusses how peace education is currently put into practice in Swedish schools. An appendix contains an excerpt from a paper on peace education and a 25-item list of references. (DB)

ED 351 211 SO 021 738

Flinders, Neil J.
A Restorationist Views the Modernist/Post Modernist Debate. (Presidential Address).

statement on educational philosophy. (DB)

ED 351 230 SO 022 389

Latin American Visual Art: A Pre-Collegiate Teaching Unit. Grades Six to Twelve.
PUB DATE- 84
NOTE- 55p.; Illustrations will not reproduce well. Title on title page differs from title on cover. Latin American Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Foreign Countries; Foreign Culture; Instructional Materials; Intermediate Grades; *Latin American Culture; Learning Activities; Secondary Education; Social Studies; *Units of Study; *Visual Arts
IDENTIFIERS- *Latin America

The work of 20th century Latin American artists is featured in this curriculum, which is intended for use with students in grades 6 to 12. These materials are designed to introduce the arts into the social studies curriculum, and to show Latin American artists to be as intellectually and aesthetically sophisticated as their European and North American counterparts. In addition to an introduction and background materials for the teacher, this unit features five lessons: (1) Latin American visual art; (2) Main themes in Latin American art; (3) Ways in which Latin American artists portray nature; (4) Ways in which Latin American artists portray dissent; and (5) Ways in which Latin American painters and sculptors portray structure. This unit also includes an activity--Make a Hexahexaflexagon; a reading--"I Am Painter: Jose Chavez Morado," and three appendices: (1) List of Latin American artists (by date of birth); (2) List of Latin American artists (by country) with a pronunciation guide to Spanish and Portuguese; and (3) Northern California Bay Area resources on Latin American art and artists. (DB)

ED 351 231 SO 022 391

Riddle, Robin; And Others
The Anatomy of Conflict. Topic #1 in a Series of International Security and Conflict Curricula for Grades 7-12 and Community College.
PUB DATE- 88
NOTE- 55p.; For related documents, see SO 022 403 and SO 022 407.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Conflict; *Conflict Resolution; International Relations; Secondary Education; Skill Development; *Social Studies; Student Educational Objectives; Teaching Methods; Units of Study

This four-day unit is designed for use in social studies and/or literature classes at secondary (7-12) and community college levels as a general introduction to conflict on personal, group, and world levels. The unit introduces students to and familiarizes them with the characteristics and mechanisms of conflicts at all levels and with basic conflict resolution/management alternatives. Students define conflict, divide it into separate elements, and apply these elements to

Bjerstedt, Ake, Ed.
Peace/War Issues from a Psychological Perspective: A Selective Bibliography, Nr. 113.
PUB DATE- Apr 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Conflict Resolution; Educational Objectives; Elementary Secondary Education; Foreign Countries; Individual Development; Individual Psychology; Nuclear Warfare; *Peace; *Psychological Patterns; *Psychological Studies; *Psychology; Skill Development; Social Change; Social Science Research; War; World Affairs
IDENTIFIERS- *Peace Education

This bibliography lists publications about the psychological aspects of war and peace, and peace education in general. Among the specific themes touched upon are psychological aspects of violent conflict resolution, psychological principles underlying effective responses to war threats, psychological effects of war and peace, and the empowerment of individuals and groups to become more involved in and effective at peace-promoting activities. Most of the listed materials are in English, with some examples from other languages also included. (DB)

ED 351 254 SO 022 507

Wulf, Christoph
Education for Peace. Peace Education Miniprints No. 28.
PUB DATE- Apr 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Conflict Resolution; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Individual Development; *International Education; Nuclear Warfare; *Peace; Skill Development; *Social Change; Student Educational Objectives; War; World Affairs
IDENTIFIERS- *Peace Education

Education for peace is a process that must begin in the childhood of students and continue for the rest of their lives. Education for peace also is concerned with addressing the conditions that nurture violence and war and with seeking ways to change those conditions. Among the major themes of current peace education efforts are the aftermath of the Cold War, including the still existing threat of nuclear war; the North-South issue, including the southern hemisphere's deepening impoverishment; the problems posed by pollution and destruction of the environment; and the obstacles to the spread of human rights and social justice. Peace education also can be understood as a social learning process, including the development of individual skills such as empathy, and competence in communication. Thirteen items are suggested for further reading. (DB)

ED 351 255 SO 022 508

Enemy Images, Developmental Psychology, And Peace Education. Peace Education Miniprints No. 29. Petra Hesse and the Project "Preparedness for Peace."
PUB DATE- Apr 92
NOTE- 21p.

seminar. Chapter 2 presents summaries of the participating countries' reports. The following countries were represented: Bangladesh, China, Democratic People's Republic of Korea, India, Indonesia, Lao People's Democratic Republic, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, and Thailand. Chapter 3 focuses upon developments and trends in population education that have been identified at a country and regional level and puts forth strategies of action designed to meet the arising needs. Chapter 4 lists regional workshops, seminars, meetings, and training activities that have been proposed for the 1992-1995 period. Chapter 5 presents a summary and a list of recommendations. Six annexes also are included: (1) List of participants; (2) Annotated agenda; (3) Achievements vis-a-vis recommendations of 1986 Regional Consultative Seminar (Regional Level); (4) Progress Report of the Regional Programme in Population Education in Asia: 1987-1990; (5) Country and year-wise list of personnel trained in national training programmes, inter-country study visits, attachment, short-and long-term fellowships from January 1987 to May 1990; and (6) List of publications produced by Population Education Programme Service (1984-1990). (DB)

ED 351 277          SO 022 710

Parker, Franklin, Ed.; Parker, Betty June, Ed.
American Dissertations on Foreign Education: A Bibliography with Abstracts. Volume XX. Britain: Biographies of Educators; Scholars' Educational Ideas.
PUB DATE- 90
NOTE- 461p.; For prior volumes, see ED 308 111.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Biographies; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education
IDENTIFIERS- *Great Britain

This book contains 236 abstracts of dissertations that concern the ideas and/or lives of educators and scholars who were born and taught in Great Britain, or who, if not born in Great Britain, did important teaching, writing, and other work there. The dissertations featured were completed at colleges and universities and other educational institutions in the United States, Canada, and some European countries. The abstracts of the dissertations are compiled in alphabetical order by the author's name. An index is included. (DB)

ED 351 278          SO 022 754

Risinger, C. Frederick
Trends in K-12 Social Studies. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Controversial Issues (Course Content); *Curriculum

Evaluation is considered to be a critical element that influences teacher decision making and guides student learning. The main body of this volume is divided into four chapters presenting a plan of action emphasizing the explicit and systematic nature of decision making in an evaluation program. Chapter 1 describes how a teacher can take stock of his/her current student evaluation practice; Chapter 2 outlines a process for helping determine whether current practice should be modified; Chapter 3 extends student evaluation planning to include working with colleagues within a total school setting; and Chapter 4 explains the development and use of a variety of student assessment techniques. Time management suggestions and a bibliography of measurement texts offering specific techniques, texts addressing conceptual and research issues, journal articles and conference papers, and Saskatchewan Education publications complete the document. (LL)

ED 351 297 SP 034 093

Weiner, Lois
Teacher Unions and Professional Organization: Re-Examining Margaret Haley's Counsel on Councils.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Democratic Values; Educational Change; Elementary Secondary Education; Employer Employee Relationship; Labor Relations; Participative Decision Making; *Politics of Education; Public Education; *Quality of Working Life; *Teacher Associations; *Teaching (Occupation); *Unions; Work Environment
IDENTIFIERS- *Haley (Margaret A)

This paper examines Margaret Haley's speech to the 1904 National Education Association (NEA) annual meeting on her views about teacher unions. Haley viewed organized labor as public school's partner in democratizing United States society. The first section outlined her political views on the relationship between democracy and education, noting teachers' responsibilities to advance both. Haley stated that neither unionism nor professional organizations could be vital or progressive if one or the other was absent. She suggested teachers needed to be organized as unionists and intellectuals. The second section of the speech outlined the need for teacher's unions, identifying conditions requiring reform (making wages correspond to the cost of living, improving job security and pensions, reducing class size, and making teachers participants in school decision making). The final section reexamined the relationship of democracy and education, discussing reasons why teachers had to understand the conditions needed to succeed in teaching. Haley suggested that through organization, teachers could learn to reach the public with accurate information. She combined her views about the irreconcilability of class interests with a critique of labor's limitations. This paper uses Haley's principles to draw conclusions about how teacher unionism might become the vehicle for educational and social reform. (SM)

ED 351 298 SP 034 105

Carter, K. Kenneth; And Others

"teacher empowerment." Finally, this review suggests that the concept of teachers as researchers is at the center of international attention to reform in wide areas across the educational enterprise: research, teaching, the profession, its moral purpose, and its impact on societies. Forty selected references complete the document. (Author)

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ED 351 316          SP 034 150

Kleinfeld, Judith, Ed.; Yerian, Sue, Ed.
Teaching in the North: Gender Tales. Teaching Cases in Cross-Cultural Education, No. 10.
PUB DATE- 92
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Elementary School Teachers; Elementary Secondary Education; Females; Higher Education; Mathematics; *Personal Narratives; Sciences; Secondary School Teachers; Sex Bias; *Sex Discrimination; *Teacher Education Programs; Teacher Educators; Teaching Experience; *Womens Education
IDENTIFIERS- *Case Method (Teaching Technique); Dilemma Discussion Approach; Reflective Writing; *Teacher Writing; University of Alaska Fairbanks

Teacher educators have begun to explore the value of teaching cases in the preparation of teachers. The 10 cases presented in this casebook were developed by teachers to reflect on the problems of nurturing young women's talent in mathematics and science and are based on teachers' personal and professional experiences. The casebook describes classroom dilemmas in which gender issues surface in both central and subtle ways. Each case is preceeded by a short abstract and followed by an epilogue and a list of questions to consider. In these cases, teachers tell their own stories and reflect on dilemmas they faced and choices they made. For example, a teacher dedicated to the development of mathematical talent in young women describes how she nurtured a mathematically gifted young girl whose interests suddenly switched at adolescence from mathematics to males; or how an elementary enrichment teacher with a strong mathematics background established an accelerated mathematics class for gifted math students only to have her efforts derailed by school politics. Following an introduction which discusses case development, purposes of teaching cases, and studying and teaching a case, the document is organized into two parts: (1) Professional Problems of Female Teachers; and (2) Puzzles Young Women Pose for Teachers. (LL)

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ED 351 317          SP 034 151

Teacher Supply and Demand for the Public Schools of Manitoba (1989-2000).
PUB DATE- Jul 91
NOTE- 122p.; Report prepared by the Manitoba Teacher Supply and Demand Task Force.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Elementary Secondary Education; Enrollment Projections; Foreign Countries; *Public Schools; Surveys; *Teacher Distribution; *Teacher Employment; *Teacher

Techniques; *Cooperative Learning; *Cultural Pluralism; Educational Strategies; *English (Second Language); Instructional Effectiveness; Language Acquisition; *Limited English Speaking; Oral Language; Secondary Education; Second Language Learning; *Social Development; Student Development; Teamwork

IDENTIFIERS- *Content Area Teaching

Cooperative learning is a valuable strategy for teaching secondary school students, especially useful with students from diverse linguistic and cultural backgrounds who are learning English as a Second Language. It offers a method for managing diversity, channeling peer influence into a positive force for improving school performance, and involving students in classroom communication and activity. Secondary students with limited English language skills have less time to acquire the English essential to academic success, and need a low-risk environment to practice English. Cooperative learning provides an appropriate method for these purposes, and in addition offers increased opportunities for student social development. Cooperative learning strategies can be used in a variety of ways and time periods. Team-building and oral language activities can be used to familiarize students with the approach and build language skills. Such collaborative activities include games for exchanging personal information, problem-solving exercises, brainstorming, group discussion, cooperative review of information, and story-sequencing. A sample unit for grade 10 world history, designed for a class consisting of native English-speakers, non-native fluent English-speakers, and limited-English-proficient students, illustrates the approach. The activity requires that small groups complete projects and share them with the rest of the class. (MSE)

ED 350 877 FL 020 764

Milk, Robert; And Others

Re-Thinking the Education of Teachers of Language-Minority Children: Developing Reflective Teachers for Changing Schools. Occasional Papers in Bilingual Education. FOCUS Number 6.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education; Bilingual Teachers; Cooperation; Cross Cultural Training; Cultural Pluralism; Educational Environment; Educational Research; Elementary Secondary Education; English (Second Language); Higher Education; Inservice Teacher Education; *Limited English Speaking; Mainstreaming; *Minority Groups; *Teacher Education; *Teacher Education Curriculum; *Teacher Qualifications; Teaching Skills

IDENTIFIERS- *Language Minorities

Teacher training and development programs must adapt to shifting political, demographic, and program realities. This will require rigorous self-examination. Preparation of personnel to meet the needs of growing populations of language-minority students must include plans to address three distinct teacher audiences: bilingual educators; English-as-a-Second-Language teachers; and mainstream teachers. The primary goal of university-based teacher education programs is to help teachers create challenging learning environments. Emphasis should be on

Cuasay, Peter
Cognitive Factors in Academic Achievement.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Cognitive Ability; *Cognitive Processes; Cognitive Style; Elementary Secondary Education; Encoding (Psychology); Higher Education; *Learning Processes; Learning Theories; Long Term Memory; *Metacognition; Short Term Memory; Skill Development; *Student Improvement; Thinking Skills

This review explores the factors of cognitive processing, style, and metacognitive organization as they contribute to academic success. Specific discussions consider aspects of short- and long-term memory, including how these affect learning and academic performance, and the keys to attaining long-term memory capability by involving redundancy, thinking patterns, and meaning. It is noted that arrangements emphasizing the relationship between ideas and materials enhance learning, and successful learning requires the storage of information in meaningful structures carefully related to learners' prior knowledge and experience. In addition, the article explains how encoding, practice, and cognitive style all work to enhance a student's ability to learn and offers insights on influencing each area to gain the best academic performance from the student. Finally, the process by which the brain organizes and monitors its cognitive resources is examined in relation to using strategies to aid intelligent performance, the success of which depends on the pursuit of the emotional, attitudinal, and motivational orientations promoting academic success. Contains 28 references. A brief Field Notes column (Carole Morning) describes Stress on Analytical Reasoning (SOAR), a program conducted jointly by Xavier University of Louisiana's mathematical, engineering, and sciences departments and designed to promote math and science curricula among selected minority engineering students. (GLR)

ED 350 897 HE 025 873

Stone, Elizabeth R.
Linguistic Factors in Academic Achievement.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; College Students; Elementary Secondary Education; Higher Education; Language Acquisition; *Language Variation; *Linguistics; Phonology; Pragmatics; Pronunciation; Psycholinguistics; Semantics; Sociolinguistics; *Speech Communication; Syntax; *Teacher Attitudes; *Teacher Expectations of Students

This report examines the importance of an individual's linguistic capability and its impact on academic achievement. Main areas of examination include an historical perspective on linguistics, descriptions of formal linguistics and psycholinguistics and their role in understanding academic achievement, and the educational implications of linguistic stereotyping. Included within these examinations are descriptions of the subdivisions of linguistic study: phonology, syntax, semantics, and pragmatics. Also discussed

Responsibility; Leadership Styles; Personnel Management
This literature review examines the challenges and issues likely to confront a new college president in his or her first year in the role. An introduction notes that the current literature on the first year of a college presidency is very scant and that an in-depth look which takes into consideration the president in the institutional context and culture, subterranean personnel issues, and the inherited budget--as well as expectations of boards of directors--is needed. A following section suggests that the best way for a new president to uncover the themes of a particular institution is to develop an understanding of that college's own culture. In a review of the literature that exists on the college presidency several topics are discussed. The first topic is the task of understanding the institution's culture and possible strategies for doing that. Other topics include the need to understand the institution's critical personnel issues and how to handle an inherited top management team, understanding the financial situation and structure, and the critical relationship between the board of directors and the newly hired president. Following the literature review a discussion of the literature limitations notes the great deal of work to be done. Included are 25 references. (JB)

ED 350 917          HE 025 895

King, Gail Buchwalter, Ed.
Fact Book on Theological Education: For the Academic Year 1991-92.
PUB DATE- 92
NOTE- 162p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; Educational Finance; Enrollment; Expenditures; Females; Graduate Study; Higher Education; *Institutional Characteristics; Minority Groups; Salary Wage Differentials; *Theological Education; Tuition
IDENTIFIERS- *Association of Theological Schools; Theological Libraries; Theology Students
This is the 22nd edition of a guide to institutions of theological education covering data supplied in the fall of 1991 and providing information on parallel patterns for ready comparisons across the years. The report includes information on enrollment, admissions, administrative staff, and faculty salaries for the current year. It also includes graduation statistics, financial reports, fund raising reports and library data for the previous fiscal year. The tables are arranged in four chapters. Chapter I covers institutional characteristics including listing of individual institutions, summary of some characteristics, distribution of schools by enrollment, and levels of educational programs. Chapter II is on enrollment and contains information on applications, acceptances, enrollees, admissions policies, head count, total-full time equivalents, comparable enrollments (by degree types, by degree, gender, and race), trends for women and minority groups, and completion rates. Chapter III, on salaries, discusses trends in compensation averages; comparisons by size, accreditation status, country, and highest degree; and information on administrative versus faculty salaries. Chapter IV on finances

Higher Education.
PUB DATE- Sep 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Freedom; *Educational Environment; Freedom of Speech; Higher Education; *Humanities; Intellectual Development; *Intellectual Freedom; *Political Influences; Politics of Education; *Role of Education; Social Change; Teacher Administrator Relationship; Teacher Student Relationship
IDENTIFIERS- *Political Correctness

This report examines the problem of the pervasiveness of politics in today's higher education, particularly in the humanities, and argues the need for college and university campuses to return to seeking the truth and telling it rather than straying into the position that the aim of education is for students to become politically transformed. Too often, it is argued, classrooms are being used to advance a political agenda, and for students to resist such efforts in teaching often means to risk ostracism both by their classmates and their professors. The report stresses that seeking higher standards of human endeavor is no longer as important as politically correct thinking. Academic freedom is being transformed to the point where the expression of controversial views (i.e., views differing from those being inculcated by the instructor) now comes with a high social cost; on campus and off, truth is seen as nothing more than different perspectives being advanced by different people to promote their own interests. It is feared that the time is quickly coming where students who are presented with tendentious interpretations of historical events or persons may not know enough to object. The report highlights some of the efforts that have been and are being taken in defense of free speech and academic freedom on college campuses and concludes with a discussion of the role of trustees and administrators in exerting influence to reverse the trend toward infusing doctrinaire politics into teaching. (GLR)

ED 350 937 HE 025 915

Survey To Predict How Students Would Use More Free Electives.
PUB DATE- Oct 91
NOTE- 49p.; Produced by Student Senate in cooperation with the Day of Dialogue Core Study Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Core Curriculum; *Course Selection (Students); Educational Change; *Elective Courses; *General Education; Higher Education; Personal Autonomy; Postsecondary Education; Questionnaires; Required Courses; Student Attitudes; Student Educational Objectives; Surveys; *Undergraduate Study
IDENTIFIERS- *Northeast Missouri State University

This study examined whether students at the Northeast Missouri State University felt the present Liberal Arts and Sciences Core Study requirements allowed enough freedom in choosing classes, and how students would respond to more free electives. Responses of 508 students were obtained to a questionnaire addressing the following areas: (1) how strict would the student describe the structure of the Liberal Arts and Sciences core; (2) out of four additional elective areas, how many would the student choose that would be out of his/her major area; and (3) assuming that the four elective courses cannot be in the loans from, the Federal Parent Loans for Undergraduate Students (PLUS) and the Federal Supplemental Loans for Students (SLS) programs. In particular the study sought to know the volume of loans made to students or parents of students attending proprietary (trade) schools and other postsecondary educational institutions, the extent of borrowing by parents of freshmen and by freshmen students as compared to such borrowing for students in their second or subsequent years of schooling, and the amount of defaulted loans. The study proceeded by soliciting loan volume data for fiscal years 1989 to 1991 from 11 of the largest guaranty agencies, which together accounted for 63 percent and 62 percent of the PLUS and SLS total loan volumes. Ten of the agencies also provided loan default data. The review found that $1.7 billion in PLUS loans and $3.7 billion in SLS loans were made during the period. In addition most of the PLUS loan volume went to parents of students attending nonproprietary schools and most of the PLUS volume increase was among non-freshmen at nonproprietary schools. New loan defaults increased during each of the 3 years and totaled almost $109 million for PLUS loans and $1.4 billion for SLS loans. Numerous tables and figures supplement the text. (JB)

ED 350 957          HE 025 935

Wharton, Donald P.; Corak, Kathleen A.
Faring Forward: The Strategic Planning Process as Talisman during Periods of Institutional Transition.
PUB DATE- 5 Aug 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Society for College and University Planning (27th, Minneapolis, MN, August 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; Higher Education; Institutional Mission; *Leadership; Long Range Planning; *Organizational Change; Organizational Objectives; Participative Decision Making; State Universities
IDENTIFIERS- *Strategic Planning

A case study was done of the possible role of strategic planning processes for smoothing the transition period experienced by colleges and universities when changes in top leadership occur. The study was conducted in a medium-sized midwestern state university that had begun, 3 years earlier, a strategic planning process which had been institutionalized throughout the university. However, the impending retirement of a long-term president and the inaugural year of a newly-appointed chancellor of a new system of higher education in the state threatened to upset the institutional equilibrium. A first phase of the study conducted a series of interviews and document analyses. Later a researcher attended meetings of a key strategic planning committee that oversaw the planning for the transition period. Findings suggested that members of an organization will participate in changing the organizational culture when a majority feel that they have a voice in guiding the change. In addition, a successful process must be able to contravene the tendency of participants to departmentalize and "turf-guard". Finally, leadership transitions not only leave a vacuum but unleash powerful forces in conflict for the soul of an institution that present problems for strategic planners. Included are eight references. (JB)

Innovation (CERI) presents responses to a questionnaire and supporting documentation from 107 universities and 22 member countries of the Organisation for Economic Cooperation and Development (OECD). The survey covered 154 projects on teacher training, research, and evaluation in information and communication technology conducted between universities and primary and secondary schools. The first of two parts of the report begins by covering the context of the survey, including two levels of expertise for teachers in the pedagogical uses of information technologies; the role of universities in teacher training; and the objectives and organization of the survey. It then focuses on analysis, including the basic data on the projects; the main issues in their implementation (compensation of teachers' time, status of research and development, interdisciplinary and new educational technologies, and communication between researchers and teachers); improvement in cooperation between partners; and an increasing role for universities. A copy of the questionnaire is appended. Part II, which makes up the larger part of the report, presents fact sheets on projects in Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Ireland, Italy, Japan, Luxembourg, the Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States. Each fact sheet provides the name of the project, a contact person, the duration, funding, associated universities, the aims of the project, its implementation, and its products. It is concluded that the results of the work to date show that the potential of the new information and communication technologies for improving learning and teaching will not be realized unless teachers are well trained and retrained in the pedagogical use of technology in the classroom. (ALF)

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ED 350 975 IR 015 785

Kolehmainen, Paivi
The Changes in Computer Anxiety in a Required Computer Course.
PUB DATE- Jun 92
NOTE- 8p.; Paper presented at the European Conference on Educational Research (Enschede, The Netherlands, June 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Computer Science Education; Education Majors; Foreign Countries; Higher Education; Interaction; Man Machine Systems; Psychological Studies; *Required Courses; *Resistance to Change; *Student Attitudes; Teacher Education; *Test Anxiety
IDENTIFIERS- *Computer Anxiety

The purpose of the study is to investigate the changes in computer anxiety, attitudes towards computers, and feelings related to computers among students due to participation in the basic course of computer science. The theoretical background is based on theories of human-computer interaction, test anxiety, and resistance to change. The subjects were 29 education majors in the basic computer science course. They answered a three-part questionnaire both at the beginning and at the end of the course. The main result of the study indicated that the basic course in computer science reduced anxiety. The experience with computer equipment and the use of computers reduced anxiety most of all. The course also had positive effects on the following attitudes toward new technology: the impression of

NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Developing Nations; Disadvantaged; *Distance Education; Educational Development; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Material Development; Networks; *Preservice Teacher Education; Teaching Skills
IDENTIFIERS- *Asia; *Pacific Region; Strategic Planning

This regional workshop on teacher education at a distance met to review existing distance education modalities and identify common problems and issues; cooperatively develop innovative strategies and guidelines for meeting the needs of girls, disadvantaged groups, and those in remote areas; review existing networks in distance education for teacher education and to develop improved networking mechanisms to enhance the effectiveness of teacher educators and other educators engaged in strategic development tasks; and plan national follow-up workshops for distance education in teacher education related to strategic development tasks to meet the needs of disadvantaged groups. The four chapters in this report address: (1) experiences in teacher education at a distance--including information on programs in Bangladesh, Indonesia, New Zealand, Pakistan, the Republic of Korea, Sri Lanka, Thailand, the University of the South Pacific, Australia, India, Nepal, and the Philippines; (2) reaching teachers of the disadvantaged--identifying disadvantaged groups and addressing the issues of access, relevance, equity, professionalism, developing teaching skills, networking, developing and producing materials, dissemination of materials, and evaluation; (3) national follow-up plans of action; and (4) regional co-operation. A list of the names and addresses of the 14 workshop attendees is appended. (ALF)

ED 350 994 IR 015 809

Carpenter, Patricia A.; Just, Marcel Adam
Understanding Mechanical Systems Through Computer Animation and Kinematic Imagery. Final Report.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Animation; *Cognitive Processes; Engineering Graphics; Eye Fixations; Field Dependence Independence; Higher Education; *Mechanics (Physics); Memory; *Problem Solving; Protocol Analysis; Thinking Skills; Visualization
IDENTIFIERS- *Mental Animation; Process Tracing

One purpose of this research is to develop models of cognitive processes in understanding mechanical systems. A particular focus was on the processes in mentally animating the representation of a mechanical system, and the contribution of animation graphics in comprehension. Several studies, involving eye fixations, verbal protocols, and process tracing, indicated that mental animation was difficult for individuals who were not knowledgeable about mechanics. Animation did help them determine the motion of individual components, but animation

Control Section, and Quality Assurance Section; and (3) the Network Division, including the Network Division Office, Consumer Relations Officer, Inventory Management Section, Music Section, Network Services Section, and Reference Section. (MES)

ED 351 012 IR 054 204

Buckingham, Betty Jo, Ed.
Plan for Progress in the Library Media Center, PK-12. A Guide to Planning for School Library Media Programs and for District, AEAMC, and Other Support of Those Programs.
PUB DATE- 92
NOTE- 94p.; This handbook is a revision of four volumes in the Plan for Progress in the Media Center series. For the 1987 edition, see ED 287 485.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Learning Resources Centers; Library Instruction; Library Networks; Library Personnel; *Library Planning; *Library Role; Media Specialists; Preschool Education; *School Libraries; State Programs; State Standards
IDENTIFIERS- *Iowa

This handbook is designed to help Iowa library media specialists, teachers, and administrators develop quality library media programs. The first section summarizes the roles and responsibilities of the library media program. This is followed by a section that addresses personnel issues, including guidelines for professional and support staff; the roles and responsibilities of principals, teachers, library media specialists, and support staff; and guidelines for staffing patterns for building level library media centers. The information curriculum is discussed in the third section, including state and American Library Association guidelines and curriculum-related roles and responsibilities of library media specialists. Building level resources, including budget, collections, and equipment, are considered in the fourth section. Guidelines for facilities planning are provided in the fifth section; and the sixth addresses networking, including the roles of district-level support, regional media centers, the State Department of Education, higher education, and other networks and resource sharing. Three appendices provide an annotated bibliography of 91 titles on library media center administration, cooperation and networking, collection management, and planning for the integration of library media programs; references to related sections of the Iowa Administrative Code; and a list of related Iowa Department of Education publications. (Contains 9 references.) (MES)

ED 351 013 IR 054 206

Strack, Nancy C.
A Survey of Reciprocal Borrowers at Nichols Library, Naperville, Illinois.
PUB DATE- Apr 92
NOTE- 32p.; Student research paper, Northern Illinois University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

libraries have a combined collection of over 72 million volumes, and they are visited about once a month per resident. Because of funding cuts, however, library services are eroding, and libraries are increasingly unable to comply with standards set by the Massachusetts Board of Library Commissioners. The outlook is particularly bleak for public libraries, publicly-funded academic libraries, and school libraries. The five types of resource sharing currently in use in Massachusetts are not well coordinated, many services are redundant, and many libraries are excluded by virtue of their size or community served. Improved resource sharing could be accomplished by replacing the state's three Regional Public Library Systems with six to 12 library cooperatives serving smaller geographic areas. The cooperatives would offer a full range of resource sharing services to all libraries in their regions. Resource sharing can also be enhanced through the appropriate application of new information technologies and by expanding the role of the Massachusetts Board of Library Commissioners. The Board could also address funding for all types of libraries. It is concluded that the Board, networks and library cooperatives, and local libraries all need to adopt new strategies to achieve a multitype resource sharing structure for Massachusetts. An Appendix contains an 18-item bibliography, glossary of 27 terms, and 24 statistical tables that provide information about 2,796 academic, public school, institutional, and special libraries in Massachusetts, by type of library. Information contained in the tables includes: holdings; periodicals; patron visits; circulation; expenditures; use of automation; reference services; and interlibrary lending. (KRN)

ED 351 030 IR 054 227

Open Forum on Recommendations of the White House Conference on Library and Information Services (Washington, D.C., March 10, 1992).
PUB DATE- 92
NOTE- 287p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Childrens Libraries; Educational Improvement; *Federal Programs; *Government Role; Intellectual Property; *Library Associations; *Library Role; Literacy; *Policy; Policy Formation; Position Papers; Preservation; Youth
IDENTIFIERS- Diversity (Groups); National Research and Education Network; *White House Conference Library Info Services

This report is the official record of an open forum on recommendations from the 1991 White House Conference on Library and Information Services sponsored by the U.S. National Commission on Libraries and Information Science (NCLIS), a federal agency charged with advising the President and the Congress on library and information policies and plans. The forum was planned to help participants and the NCLIS become familiar with the range of concerns and possibilities pursuant to the Conference and to assist NCLIS Commissioners in deciding priorities for future work. Twenty-seven representatives of libraries, information services, education, and public and human services spoke at the forum and another 32 submitted written statements. Most of the participants represented national organizations, and they commented on Conference recommendations of special interest to their organizations and strategy (e.g., agricultural, industrial) which could lead to a dominant educational strategy; and (12) the need to develop consistently applied moral/ethical principles to reinforce a system of lasting beliefs/values. (PAA)

ED 351 047 JC 920 508

Pavel, D. Michael; Colby, Anita Y.
American Indians in Higher Education: The Community College Experience. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Education; *American Indians; College Role; Community Colleges; *Community Education; *Cultural Context; Educational Philosophy; Equal Education; Instructional Innovation; Models; Nontraditional Education; Outreach Programs; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- ERIC Digests; *Tribally Controlled Colleges

The educational approaches, programs, and services developed for American Indians at both tribal colleges and non-tribal community colleges can be used as models by other institutions seeking to serve minority populations better. The community college is an important avenue for American Indians pursuing postsecondary degrees; in 1988, 50,400 of the 92,000 American Indians enrolled in higher education were attending two-year colleges, and associate degrees constituted nearly 40% of the total number of degrees conferred to American Indians in 1989-90. While several of the 25 tribal colleges award baccalaureate and master's degrees, and one is a university, these institutions, like community colleges, are among the most community-responsive in higher education. The success of tribal colleges can be attributed to their combining distinctive cultural elements with a pragmatic approach to education. Because instructors act as agents of Indian history, language, and culture, students learn that their communities' beliefs have great value, while simultaneously acquiring the skills necessary for future educational and occupational endeavors. Tribal colleges also experiment with culturally conscious approaches to instruction, emphasizing visual and cooperative learning. Among the non-Indian community colleges that have been especially responsive to Indian students are: (1) San Juan College (New Mexico), which has developed a set of interrelated services that attract and retain American Indians; (2) American River College (California), which has created the Mathematics, Engineering, and Science Achievement/Minority Engineering Program; and (3) Truman College (Illinois), which has developed the Institute for Native American Development. (MAB)

ED 351 048 JC 920 513

West, Rinda; And Others
The Liberal Art of Science: Science and History in an Honors Program.
PUB DATE- Nov 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

Training Program; (13) Model Community Economic Development Programs; and (14) Project Evaluation and Annual Report. This report provides data on the 1991-92 proposals submitted for consideration in the 14 program areas, and on the continuing and new projects for 1992-93; describes in detail each of the 14 funding categories, reviewing programs funded, monies awarded, and characteristics and goals of the projects; and presents procedures and timelines for proposal submission and review. (PAA)

ED 351 063 JC 920 541

Cepeda, Rita; And Others
Noncredit Adult Education. A Report.
PUB DATE- Jan 92
NOTE- 16p.; Discussed as Agenda Item 7 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 9-10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Adult Education; *Adult Programs; Adult Students; Community Colleges; Delivery Systems; Educational Legislation; English (Second Language); Institutional Cooperation; Management Information Systems; *Noncredit Courses; Postsecondary Education; Program Development; Program Improvement; *State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- Adult Education Interim Steering Committee CA; *California Community Colleges

In the California Community Colleges (CCC), noncredit adult education courses provide remedial, developmental, occupational, and other educational opportunities for students who do not need to obtain unit credit at the time of enrollment. Of California's 107 community colleges, 95 offer noncredit instruction. Community colleges, together with high schools and unified school districts with adult schools, serve approximately 2 million students each year. It is estimated that in 1991-92, the CCC's will enroll almost 230,000 students in noncredit courses. As a result of numerous studies citing the lack of consistent and coordinated delivery of educational services to California's adult population, and in light of the growing population of students requiring English a Second Language (ESL) and literacy instruction, the Chancellor's Office for the CCC and the State Department of Education appointed the Adult Education Interim Steering Committee, which includes representatives of all noncredit adult education providers in the state. During the last 2 years, the Steering Committee has focused on three major issues: accountability, quality, and funding and access. To date, the Steering Committee has helped field test quality standards and performance measures for ESL; established local planning consortia to develop data elements for a statewide information management system; and developed a prototype tracking system to cover all providers of adult instruction. A review of future planned activities of the Steering Committee is included. A history of legislative efforts in California, which have led to existing policies for adult education, and an outline of recommendations for improving the adult education system statewide are appended. (PAA)

ED 351 064 JC 920 542

tables and a summary of suggestions for further research are included. (MPH)

ED 351 079 JC 920 558

Hsiao, Karin Petersen
First-Generation College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Students; *College Preparation; Community Colleges; *Educationally Disadvantaged; Family Characteristics; *Nontraditional Education; Nontraditional Students; Program Descriptions; School Holding Power; Student Adjustment; Student Educational Objectives; *Student Personnel Services; Two Year Colleges; *Two Year College Students
IDENTIFIERS- ERIC Digests; *First Generation Students

As a college degree becomes increasingly important for individuals seeking employment, the numbers of first-generation students continues to grow. With the first-generation student pool comprised largely of members of working class families, ethnic minorities, women, and or adults, community colleges have always viewed first-generation students as a primary clientele. One of the greatest challenges confronted by first-generation students is that college attendance represents a departure from the pattern established by family and friends, who may in turn become non-supportive or obstructionist. This problem can be particularly difficult for traditional-age students who continue to live at home. First-generation students are often less well prepared for college than their classmates from college-educated families. In addition to being less prepared academically, such students often have insufficient knowledge of time-management techniques; the economic realities of college life; and the impersonal, bureaucratic nature of educational institutions. Among the strategies which colleges can employ to assist first-generation students are: (1) specialized outreach, tutoring, and mentoring programs; (2) bridge programs, linking high schools and post-secondary institutions to help students confront the obstacles to successful college preparation; and (3) college-orientation classes reviewing practical skills, college procedures, and available support services. For first-generation adult students, suggested instructional strategies include placing an emphasis on critical and analytical thinking skills, and offering interdisciplinary courses centered on specific themes. (PAA)

ED 351 080 JC 920 559

Hilbert, Steve; And Others
Calculus: An Active Approach with Projects.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Chapter 1 provides a brief introduction to recent trends in early childhood education. Chapter 2 considers the principle of matching early childhood education practices to the ways children learn. Factors affecting children's development and the unique characteristics of young children's thinking are explored. Chapter 3 addresses the implementation of developmentally appropriate curricula in learning environments that are structured to encourage exploration and facilitate learning and development. Characteristics of the environments and materials from which children process information, construct knowledge, and solve problems are examined. The guiding principle considered in chapter 4 is that of viewing the age range of 5 to 8 years as a continuum of development rather than as a series of discrete grade levels. Curricular and instructional strategies for dealing with the similarities and differences in this age span are discussed. Chapter 5 urges educators to consider parent involvement as a critical element in the early childhood curriculum. The benefits of parent involvement for children, parents, teachers, and schools are described. Chapter 6 delves into the relationship between evaluation, the curriculum, and the child, arguing for the use of ongoing evaluation for decision making and curriculum development. Finally, chapter 7 offers a transactional approach to teaching in early childhood. (AC)

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ED 351 097          PS 020 610

Zeh, Joyce D.; Baenen, Nancy R.
Early Prevention of School Failure: Evaluation Report.
PUB DATE- Aug 91
NOTE- 58p.; For a related report, see ED 349 087.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Early Intervention; Elementary School Students; Grade 1; *Inservice Teacher Education; Kindergarten; Participant Satisfaction; *Prevention; Primary Education; Program Effectiveness; Program Evaluation; Screening Tests; *Staff Development; Surveys; *Teacher Attitudes; Validated Programs
IDENTIFIERS- *Early Prevention of School Failure; Wake County Public School System NC

Early Prevention of School Failure (EPSF) is a nationally validated program designed to prevent school failure by identifying the developmental levels and learning styles of children 4 to 6 years of age, and providing materials and teaching strategies to address students' needs and develop their strengths. In 1986-87, EPSF was introduced to the Wake County Public School System (WCPSS) in North Carolina, and in 1990-91 a program evaluation was conducted. The evaluation was based on structured interviews and surveys of staff, focusing on screening, kindergarten instruction, training, supplies, implementation at the first grade level, effectiveness, and the overall early childhood program in the WCPSS. In addition, the evaluation examined student screening results. It was found that 78% of the kindergarten teachers found the EPSF training to be effective, though comments from kindergarten and first grade teachers, and principals and assistant principals, indicated an interest in more ongoing training. A total of 92% of the teachers interviewed stated that they did not have adequate supplies to implement EPSF. The EPSF program was not implemented as fully in grade 1 as in kindergarten, and coordination between kindergarten and first grade teachers was limited. Among kindergarten teachers surveyed, 73% agreed that provided. (MDM)

ED 351 116 PS 020 797

A Cost Sharing Plan: Solutions for the Child Care Crisis.
PUB DATE- Oct 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Dual Career Family; Elementary Education; *Family Financial Resources; *Federal Aid; Preschool Education; *Private Financial Support; *Public Support
IDENTIFIERS- *Cost Sharing; Pennsylvania

This booklet discusses the current child care crisis and suggests a solution to the crisis. The gap between the cost of child care and parents' ability to pay is restricting the expansion and availability of child care services and undercutting the quality of child care. The average cost of full-day child care in the Delaware Valley, Pennsylvania, area is $4,900 per child per year, while the average family income is $20,000 per year. Given that a reasonable portion of family income for child care expenses is 10 percent, a gap of $1,000 to $4,000 between what most parents can afford and what quality child care costs exists. A cost sharing plan would close this gap by expecting parents, the private sector, and the public sector to contribute to the expenses of child care. This cost sharing plan is needed because affordable, quality child care can: (1) expand the labor pool by enabling more mothers to work outside the home; (2) improve business productivity by decreasing absenteeism and improving employee morale; (3) contribute to families' financial self-sufficiency; and (4) serve as an investment in a future skilled labor pool, by instilling in children the motivation and skills needed for future school and job success. (MDM)

ED 351 117 PS 020 798

Employers Roundtable: Employer Supported Child Care.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- 4 Mar 91
NOTE- 11p.; Program was funded in part by the Samuel S. Fels Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dual Career Family; Elementary Education; *Employee Assistance Programs; *Employer Employee Relationship; *Employer Supported Day Care; Flexible Working Hours; *Fringe Benefits; *Personnel Policy; Preschool Education
IDENTIFIERS- Parental Leave; Pennsylvania

This booklet outlines a number of options available to employers to enable them to better cope with child care issues that they and their employees face. Major options include: (1) flexible work policies, such as flexible scheduling, alternate work places, shorter work weeks, and the consolidating of sick leave, holidays, and vacation time into one category called personal leave; (2) information and counseling services, such as child care referral and parent education; (3) financial assistance, such as flexible benefit plans, dependent care

DESCRIPTORS- Check Lists; *Child Caregivers; *Childrens Television; Cognitive Development; *Day Care Centers; Early Childhood Education; Educational Television; Family Day Care; Nonprofit Organizations; Parent Attitudes; *Preschool Teachers; Proprietary Schools; *Prosocial Behavior; Questionnaires; Social Development; Teacher Attitudes; Television Surveys; Television Viewing; *Young Children
IDENTIFIERS- Child Behavior; *Mister Rogers Neighborhood; Ohio (Toledo); Sesame Street

This study of the use of television in full-day child care tested a variety of ways to use the Public Broadcasting Corporation's television program Mister Rogers' Neighborhood in child care programs. Part 1 presents the results of an initial survey of child care centers and home care providers in the Toledo, Ohio metropolitan area, while part 2 discusses a 5-month study of the use of Mister Rogers' Neighborhood and accompanying support materials at 27 day care centers. Observations of teachers and children, and written and verbal feedback by teachers, parents, and center directors, were assessed. It was found that Mister Rogers' Neighborhood helped child care teachers and providers enhance the emotional development of preschool children, and that parents had positive attitudes toward the use of "quality children's programming" in child care. Thirteen appendices include various teacher, parent, and director survey questionnaires, viewing schedules, planning and activity logs, and student observation forms. (MDM)

ED 351 137          PS 020 897

Florin, Agnes
Language Development in Kindergarten.
PUB DATE- Aug 91
NOTE- 9p.; Paper presented at the International Conference on Psychological Development and Personality Formative Processes (6th, Prague, Czechoslovakia, August 26-30, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Classroom Communication; Classroom Research; Communication Research; Discourse Analysis; Early Childhood Education; *Kindergarten Children; Language Acquisition; *Preschool Children; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Conversational Flow; Turn Taking

This study examined how modes of organizing conversation determine the type of knowledge conveyed to preschool and kindergarten children. Approximately 150 audiotaped conversations from 23 classes of students of different age levels from 2 to 6 years were analyzed. Children's spontaneous speaking turns or answers to teachers' questions were analyzed as a function of their relevance to the teacher's words, whether thematic, nonthematic, incorrect, or uninterpretable. Teachers' speech was analyzed as a function of children's speaking turns. It was found that information was not conveyed through the regular conversation structure in which the teacher asks a question, several children answer, the teacher reacts to one or none of the children's answers, and children seldom respect the speaking turns of their peers. There were relatively few instances of feedback from teachers to children, particularly when children's answers were incorrect, uninterpretable or missing. Children were required to express themselves briefly, and within the context of the topic. Further analyses of conversations in groups of 6 to 10 children

Marcus, Alan R.
Out in the Cold: The Legacy of Canada's Inuit Relocation Experiment in the High Arctic.
PUB DATE- 92
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Reservations; Canada Natives; Children; Credibility; Cultural Isolation; *Economic Factors; *Eskimos; Family History; *Government Role; Policy Formation; *Political Influences; *Relocation; Rural Resettlement; Social Problems; *Trust Responsibility (Government)
IDENTIFIERS- *Canadian Government

This study analyses reasons given by the Canadian government for undertaking and administering relocations of Inuit (Eskimos) in 1953-55. The study, based on interviews and a review of government files, corroborates oral testimony by surviving Inuit, who said they suffered years of neglect following their resettlement from Quebec to the High Arctic. Chapter 1 examines the planning of the relocation: how "recruits" were selected or induced to relocate, the separation of Inuit families, program problems, opposition, and responses from the press. Chapter 2 compares the climates of the new and old territories, describing a lack of resources that made it necessary for Inuit to scavenge for food and shelter. Also examined are economic mismanagement, social problems among the Inuit, and the reneging on government promises to return them to the south. Chapter 3 focuses on government motives, largely based on "moral" (paternalistic) concerns, which became translated into economic terms. Also examined is the contention that the government used the Inuit to extend its sovereignty in the North Arctic. Chapter 4 examines political claims of success and the Inuits' ongoing campaign for a government apology and compensation. The document includes 162 resources. Appendices identify the relocated families and show four government documents. (TES)

ED 351 157 RC 018 834

Green, Donald E., Ed.; Tonnesen, Thomas V., Ed.
American Indians: Social Justice and Public Policy. Ethnicity and Public Policy Series, Volume IX.
PUB DATE- 91
NOTE- 282p.; For selected individual papers, see RC 018 835-837.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Education; *American Indian History; *American Indians; Court Litigation; Disadvantaged; Elementary Secondary Education; Ethnicity; *Federal Indian Relationship; Federal Legislation; Higher Education; *Public Policy; *Self Determination
IDENTIFIERS- *Social Justice

This book discusses legal and social aspects of public policy in American society and their relationship to fulfilling the promise of social justice for American Indians. U.S. public policy is viewed as reflecting the collective sentiments of the electorate. If the American people have the will to bring about change in the socioeconomic conditions of American Indians, it will be evidenced in public policies. Chapters are: "'Indian Law,' Indians' Law, and Legalism in American Indian Policy: An comment on the Native experience. Unit 2 revolves around the story of a fictional addict, while providing introductory activities for the other units. Unit 3 includes a variety of student handouts covering basic information on prevention of addictions, including issues of self-esteem, goal-setting, decision-making, peer counseling, and Indian identity. Unit 4 offers simple tools for identifying addiction problems of students or helping them to identify their own. Unit 5 helps educators decide whether or not a student should be referred to professional counseling and includes a list of treatment programs for Native people in British Columbia. Five appendices offer information on adult children of alcoholics, films and videos on alcohol and drug abuse, the Alkali Indian Band, nutrition for recovering alcoholics, and a bibliography of 20 items. (TES)

ED 351 175 RC 018 855

Gruidl, John; Walzer, Norman
A Profile of Conditions and Trends in Rural Illinois. Second Printing.
PUB DATE- May 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Trends; Crime; *Economic Change; Educational Attainment; Educational Trends; *Employment Patterns; Income; Infant Mortality; Migration Patterns; *Population Trends; Poverty Areas; Public Health; *Rural Areas; Rural Population; *Rural Urban Differences; *Social Indicators; State Aid
IDENTIFIERS- Counties; *Illinois

Rapid economic and population growth characterized the 1970s in much of rural America. Unfortunately, this "Rural Renaissance" was short-lived. Although some rural areas grew or remained stable during the 1980s, many others experienced stagnation and decline, evidenced by a variety of indicators. This document consists of graphic maps and statistical charts profiling and comparing socioeconomic conditions in Illinois. The data collected by federal and state agencies are broken down by county, identified by the standard of the Office of Management and Budget as "metropolitan," "non-metropolitan adjacent," or "remote." Profile data pertains to population, income, employment, economic base, human and financial resources, local government finance, and public health and safety (crime). Like the rest of the nation, Illinois experienced a widening gap between rural and metropolitan economic conditions. Poverty, measured in assistance recipients, was higher in remote counties. Rural counties suffered from out-migration. Per-capita income grew more rapidly in remote counties than adjacent counties, partly due to retirement income. Short-term employment became more favorable in rural areas, but long-term employment growth was far below that of metro counties. Non-metro counties increasingly depended on manufacturing, compared to natural resources (farming or mining). While higher levels of technology created a demand for better-educated workers, rural areas showed lagging educational levels. (TES)

ED 351 176 RC 018 856

Jones, Warren, Ed.
Research in Rural Issues: An Annotated Bibliography.

ED 351 193 SE 053 267

Nemirovsky, Ricardo; Rubin, Andee
Students' Tendency To Assume Resemblances between a Function and Its Derivative.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 92
NOTE- 42p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Air Flow; *Calculus; Cognitive Development; *Cognitive Processes; *Cognitive Style; College Mathematics; Computer Assisted Instruction; Concept Formation; Discovery Learning; *Discovery Processes; *Functions (Mathematics); Interviews; *Learning Processes; Mathematics Education; Motion; Qualitative Research; Secondary Education
IDENTIFIERS- *Connections (Mathematics); Differentiation

This study was designed to determine students' abilities and difficulties in articulating the relationship between function and derivative. High-school students were presented 15 problems during two 75-minute interviews in which they were asked to construct functions experimentally in three different contexts: motion, fluids, and number-change. In each of the environments the students utilized tools, ranging from computer software to manipulative materials, that enabled them to generate functions. Analysis of the interviews indicated that students had the tendency to assume resemblances between the behavior or appearance of the function and its derivative in all three contexts. Three types of cues that activated resemblances in the predicted functions were identified: syntactic, semantic, and linguistic. Approaches that students used to move from the derivative to the function and vice-versa are described. A case study of one 17-minute episode of a student working with an airflow device describes the evolution of one such approach. The report concluded that the construction of such an approach was complex and that tools to explore the mathematical ideas helped frame the interviewer/student discourse through which the approach was developed. (MDH)

ED 351 194 SE 053 289

Madsen, Anne L.; Lanier, Perry E.
The Effect of Conceptually Oriented Instruction on Students' Computational Competencies. Research Series No. 214.
PUB DATE- Aug 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Measurement; Cognitive Processes; Cognitive Style; Competence; *Computation; Educational Change; Fractions; Grade 9; High Schools; High School Students; Instructional Innovation; Knowledge Level; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Mathematics Tests; Percentage; Secondary School Mathematics; Student Attitudes; Whole Numbers; Word Problems (Mathematics)
IDENTIFIERS- Competency Tests; *Conceptual Approach; General Mathematics; Shaw Hiehle Computational Skills Test

Does conceptually oriented instruction jeopardize students' computational competence? If it does, then why are so many

PUB DATE- 90
NOTE- 15p.; Speech delivered at the Annual Meeting of the Far Western Philosophy of Education Meeting (39th, Salt Lake, UT, December 7-8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Christianity; Educational Change; *Educational Philosophy; Elementary Secondary Education; Higher Education; Intellectual History; *Modernism; *Philosophy; *Religion; Religious Cultural Groups
IDENTIFIERS- *Mormons; *Postmodernism; *Restoration

The nation's schools and society in general face serious problems that are largely rooted in moral and spiritual issues. Modern philosophy has led to a secular culture in which the existence of a divine God has been rejected, and man has become his own God, his own standard of measurement. These issues are addressed from the point of view of a philosopher who is also a Mormon and who believes in the literal restoration of God's plan of salvation as it was taught to Adam and Eve and later proclaimed by Jesus Christ and the Mormon Prophet, Joseph Smith. Restorationist claims are applied to education, and discussed in terms of the philosopher's own personal beliefs. (DB)

ED 351 212 SO 021 866

Smith, J. David
Eugenics, Race Integrity, and the Twentieth-Century Assault on Virginia's Indians.
PUB DATE- 91
NOTE- 15p.; Presented at the Annual Meeting of the Organization of American Historians (Louisville, KY, April 11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Racial Attitudes; *Racial Discrimination; Racial Relations; *Segregationist Organizations; Social Discrimination; *State History; United States History
IDENTIFIERS- *Eugenics; *Virginia

This paper documents efforts made by some Virginians in the first half of the 20th century to promote and maintain racial separatism. In the early 1920s, the Anglo-Saxon Clubs of America were founded in Virginia, and the leaders of this group successfully persuaded the state legislature to pass, in 1924, the Race Integrity Act. This Act created two racial groups in Virginia: white and colored. Anyone who could not prove himself or herself white was classified as colored for the purposes of birth records, marriage licenses, school attendance, and death certificates. Much of this paper focuses on Virginia's first Registrar of Vital Statistics, Walter Plecker, and his campaign to preserve the integrity of the white race, which he perceived to be threatened. Under the Race Integrity Act there was no valid means of determining racial status, so Plecker had the opportunity to make subjective decisions about the rights of people to marry, to designate the race of their own children on birth certificates, and to claim a racial heritage of their own choosing. Plecker devoted a great deal of time and energy to discounting the claims of Virginia's Indian peoples to their heritage. The legislative, bureaucratic, and judicial means conflict analysis on all levels. As a result students understand conflicts as phenomena with causes, consequences and different possible outcomes, and not as isolated events that should necessarily be either avoided or sought. Students also discuss controversial issues such as the morality of conflict and whether a link exists between personal and international conflict behavior and its resolution. The overall purpose of these activities is to develop students' analytic and critical skills regarding conflict. Five appendices appear at the end of the unit: (1) Related Activities; (2) Connections to Textbooks; (3) Connections to California's History/Social Science Framework and Model Curriculum Standards; (4) Bibliography; and (5) Educational Philosophy. (DB)

ED 351 232 SO 022 403

Riddle, Robin; And Others
The Evolution of the Methods and Rules of War. Topic #3 in a Series of International Security and Conflict Curricula for Grades 7-12 and Community College.
PUB DATE- 89
NOTE- 160p.; For related materials, see SO 022 391 and SO 022 407.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; Community Colleges; Ethical Instruction; European History; Law Related Education; Learning Activities; *Military Science; Political Science; Science Education; Secondary Education; Social Studies; Teaching Methods; *Technological Advancement; Two Year Colleges; United States History; Units of Study; *War; World History

This eight-day unit is designed for use in social studies and science classes at the secondary and community college levels as a general introduction to the technical, organizational, legal, and ethical issues related to war. While this unit is not meant to serve as a complete history of war and warfare, it supplements the discussion of war by familiarizing students with important analytical perspectives. Students work in groups to discuss the characteristics of war, tactics, weapons, and society in the Stone Age, ancient Greece, the early Middle Ages, the Hundred Years War, the Mongol empire, World War I, and World War II. They then examine the changes in the technology of warfare, focusing particularly on technical developments such as the speed, accuracy, and yield of weapons. Next students study and discuss some of the rules of war, codes of conduct, and other attempts to limit or control the behavior of nations and individuals at war. Finally, many of the legal, organizational, and ethical issues relating to war are raised by the assault on the village of Mi Lai during the Vietnam war. The lessons make ample use of maps, overhead transparencies, and a variety of handouts. Five appendices provide: (1) a list of related activities; (2) connections to textbooks; (3) connections to California's Framework and Model Curricular Standards; (4) a bibliography; and (5) a statement of educational philosophy. (DB)

ED 351 233 SO 022 405

Becker, Laurence
What Is a Resource? Africa Project.
PUB DATE- 85
NOTE- 41p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Child Psychology; Developmental Psychology; Educational Change; Elementary Secondary Education; International Education; International Studies; *Nuclear Warfare; *Peace; Teaching Methods; War
IDENTIFIERS- *Center for Psychological Stud in the Nuc Age MA; *Peace Education

An interview on peace education with Petra Hesse, of the Center for Psychological Studies in the Nuclear Age (Cambridge, Massachusetts), is presented. The Center for Psychological Studies in the Nuclear Age was founded out of a concern about children's fears of the future and the risks of nuclear war. Petra Hesse coordinates a research project on children's and adolescents' images of the enemy and is interested in an integration of education for media literacy for multicultural awareness and for creative conflict resolution. (Author)

ED 351 256 SO 022 509

Bjerstedt, Ake
Peace Education and Traditional School Subjects. Peace Education Miniprints No. 30.
PUB DATE- May 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Educational Change; Elementary Secondary Education; International Education; International Studies; *Peace; Teaching Methods
IDENTIFIERS- *Peace Education

Part 1 of this paper explores four approaches for introducing peace education into the curriculum. The four approaches are: (1) peace education can be made into a special subject; (2) peace-related issues can be handled outside of the normal system of classes; (3) peace education can be seen as a common assignment for all, or several, school subjects; and (4) peace education may be viewed as aiming at education for peace values and non-violent interaction with others, moving the question of school subject attachment into the background. Part 2 of the paper illustrates these models of peace education with excerpts from interviews with peace educators from around the world. (DB)

ED 351 257 SO 022 551

Harris, Laurie Lanzen, Ed.
Biography Today: Profiles of People of Interest to Young Readers, Volume 1, Issue 1, January 1992.
PUB DATE- Jan 92
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- *Biographies; *Childrens Literature; Current Events; *Youth

This is the first issue of a new quarterly periodical designed to provide young students (9 and above) with biographies/profiles of well-known people in a story-telling format that are more appealing and interesting than those found in more comprehensive and encyclopedic biographical dictionaries. The first issue features profiles of the following persons: Paula

Development; Educational Change; *Elementary Secondary Education; Ethical Instruction; Geography Instruction; History Instruction; Literature; Multicultural Education; Religion Studies; *Social Studies; Teaching Methods; Western Civilization; Writing Instruction

IDENTIFIERS- ERIC Digests

Drawing on contemporary research literature, recently developed curriculum guides, and blue-ribbon reports, this digest reviews 10 contemporary trends in K-12 social studies in the United States. Trends are as follows: (1) History, history, and more history; (2) More geography, too; (3) Using literature to teach social studies; (4) Focus on the multicultural nature of American society; (5) Renewed attention to western civilization; (6) Renewed attention to ethics and values; (7) Increased attention to the role of religion; (8) Attention to contemporary and controversial issues; (9) Covering issues in depth; and (10) Writing, writing, and more writing. (DB)

ED 351 279 SO 022 756

Riley, G. Michael

Area and Ethnic Studies Program Review in the State University System of Florida.

PUB DATE- Sep 92

NOTE- 88p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Area Studies; *Ethnic Studies; Higher Education; International Studies; Outcomes of Education; *Program Evaluation; State Surveys; *State Universities

IDENTIFIERS- *State University System of Florida

This report presents an evaluation of area studies and ethnic studies programs offered at institutions in the State University System (SUS) of Florida. The programs covered include domestically and internationally oriented interdisciplinary programs at both the undergraduate and graduate levels. The internationally oriented programs are Latin American and Caribbean studies (five campuses), African studies (two campuses), Asian studies (three campuses), Soviet (Russian) and East European studies (three campuses), Jewish (Judaic) studies (two campuses), Greek studies (one campus), Canadian studies (one campus), and West European studies (one campus). The domestically oriented programs are American studies (three campuses), African-American studies (three campuses), and Florida studies (one campus). Seven of the nine SUS campuses feature one or more of these programs; the campuses are: The University of Florida, The Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of Central Florida, and Florida International University. The report provides a summary of evaluatory findings and recommendations for the elimination, sustainment, or qualitative advancement of each program. Overall, it was found that a number of the area and ethnic programs within the State University System should be eliminated and that SUS's commitment to internationalizing its curriculum is not being realized. (DB)

ED 351 280 SO 022 757

Ohrn, Deborah Gore, Ed.

Diaries.

PUB DATE- 92

A System for Improving Performance of First-Year Teachers.
PUB DATE- Feb 92
NOTE- 82p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Probationary Period; State Standards; *Teacher Certification; *Teacher Evaluation; *Teacher Improvement; Teacher Qualifications
IDENTIFIERS- *Kentucky; *Performance Based Certification

In 1984, the Kentucky General Assembly mandated a beginning teacher internship program that combined knowledge testing prior to a 1-year initial license for teaching and performance assessment prior to continuing licensure (determined by an internship committee with a teacher at the same school, a principal, and a teacher educator). An internship classroom observation instrument (COI) was developed to record interns' contextual, behavioral, and class study characteristics. Observation committee members record and code interns' teaching behaviors at three intervals and then send nine COIs and a final report to the Kentucky Department of Education as documentation for issuing a teaching license. To document the progress of interns during two study years, COI data were analyzed for 1989-1990. Results focus on changes occurring from the first to the third observations, examining communications, responses, questioning techniques, praise, management, and time. Continuous assessment of interns along with periodic feedback provides committee members with a chance to induct new colleagues into teaching. Over half of the interning teachers favored extended clinical experience before and after the first year of teaching. (SM)

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ED 351 299          SP 034 107

Sherritt, Caroline; Basom, Margaret
Reflecting Community Diversity in the School.
PUB DATE- Sep 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Cultural Pluralism; Elementary Secondary Education; Futures (of Society); High Risk Students; Minority Group Children; Multicultural Education; *School Community Relationship; School Districts; School Restructuring; Special Needs Students; Urban Education

Although American students have always been somewhat diverse, newly identified groups with special needs appear on community horizons every year. Education is one arena from which response to diversity is necessary. Ethnic, socioeconomic, disability, and gender status differ from one region to another making communities the ideal nexus for change. Some communities have taken a pro-active approach to cultural pluralism, and several model programs are described. Successful approaches reflect community exigencies, but all emphasize the following components: (1) collaborative development of a clear belief system which respects the nature of and demands excellence for

Recruitment; Teacher Retirement; Teacher Student Ratio; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Manitoba; Manitoba Department of Education; Task Force Approach

The mandate of the Manitoba Teacher Supply and Demand Task Force was to investigate the magnitude of a possible teacher shortage in the province, examine possible strategies to deal with it, and recommend an action plan. The final report of the task force is presented here. Following an executive summary, the report is organized into eight sections: (1) Introduction; (2) Literature Review; (3) Methodology; (4) The Education Environment in Manitoba (Demographic Trends); (5) Provincial Teacher Projections; (6) Regional Teacher Projections; (7) School Superintendents' Survey; and (8) Discussion, Conclusions and Recommendations. Thirteen appendices are included: (1) List of Canadian Teacher Supply and Demand Studies; (2) Teacher Supply and Demand Definitions; (3) Manitoba Regions-Maps of School Division Boundaries; (4) Enrollment Forecasting at Manitoba Education and Training; (5) Manitoba Public School Enrollments, Historical and Projected; (6) Projected Teacher Withdrawal by Analyzing Retirement Trends; (7) Public School Enrollment Projections by Region; (8) Projected Teacher Demand (FTE) by Region; (9) Projected Teacher Acquisitions (FTE) by Region; (10) Superintendents Introductory Letter; (11) Superintendents' Survey; (11) Superintendents' Survey Results; and (12) Superintendents' Comments. The investigation led committee members to conclude that there will be a strong demand for teachers in Manitoba during the 1990s. Eleven recommendations are listed. (LL)

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ED 351 318 SP 034 152

Experts' Meeting on Teacher Training and New Contents in Teacher Training Curricula. Final Report (Paris, France, September 16-18, 1991).
PUB DATE- 7 Oct 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Course Content; *Educational Innovation; *Educational Trends; *Experimental Curriculum; Foreign Countries; Futures (of Society); Higher Education; Regional Cooperation; *Teacher Education Programs; *Teaching Methods
IDENTIFIERS- *Common Criterion Approach; Denmark; Germany; Netherlands; Portugal; Spain; UNESCO; Yugoslavia

The objectives of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) meeting described in this document were: to provide a forum for the exchange of information on the introduction of new contents into teacher training curricula and on innovative experiments undertaken in the European region; to make recommendations concerning the establishment of common approaches to the development of a general methodology in teacher training which could be applied to all new contents; and to promote cooperation in the European region and elsewhere. The final report summarizes presentations on the following topics: (1) consumption, health and environment (Denmark); (2) new technologies in special education (Spain); (3) water in a changing world (Yugoslavia); (4) school and the world of today (Portugal); (5) the European dimension in education (The Netherlands); and (6) international education (Germany). Also included are general discussions of papers, main conclusions, and suggestions for future action and regional cooperation. Four appendices consist of a list of practice and assumptions underlying practice, not discrete skills. This calls for teacher training in reflection on classroom practice and its effect on students. Teacher education programs in colleges and universities should: institutionalize change in teaching practices; provide teachers with teaching techniques to promote student use of higher-order cognitive skills; aim at long-term, ongoing student language development throughout the curriculum; provide opportunities for teacher trainees to interact with minority language students; assess the extent to which their curricula address this group's needs; implement specific initiatives to train bilingual teachers; and increase faculty diversity. Inservice teacher education should focus on the following: reversing the teacher shortage; teaching instructional process over skills; promoting reflective practice; supporting communication between teachers; ensuring program quality; and providing ongoing technical assistance. A 49-item bibliography is included. (MSE)

ED 350 878 FL 020 780

Jaquith, Paul, Ed.
Issues in Southeast Asian Refugee Education.
PUB DATE- 91
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acculturation; Adult Education; Asian Americans; Cooperative Learning; Cultural Awareness; Curriculum Design; *Educational Needs; Educational Planning; *English (Second Language); Foreign Countries; Foreign Language Books; Indochinese; Instructional Materials; *Land Settlement; Language Laboratories; Laotians; *Literacy Education; Long Range Planning; Mothers; *Refugees; Second Language Instruction; Student Teaching; Teacher Developed Materials; Vietnamese People; Visual Aids; Vocabulary Development; Young Adults
IDENTIFIERS- Politeness; *Southeast Asians

"Cross Currents" is subtitled "an International Journal of Language Teaching and Cross-Cultural Communication." This special theme issue is devoted to the subject of Southeast Asian refugee education and contains 13 articles on refugee education (as well as 6 articles on other language teaching topics). The thematic articles include the following: "Universals of Politeness in the ESL Classroom"; "English as an International Language"; "Cooperative Learning in a Humanistic English Class"; "Curriculum Design and Pre-Entry Training for Adult Indochinese Refugees"; "Input and Output: Interaction in the Language Laboratory"; "Picture Vocabulary"; "The Changing Faces of Refugee Education"; "Vietnam's Amerasian Families: The Face of Jeopardy in Resettlement"; "Literacy for Mothers of Amerasians"; "A Method for Teaching Literacy to the Orally Proficient"; "Incorporating Primary Prevention Techniques in Discussion Groups"; "Student Teaching in Refugee ESL Classes"; "Books for Beginning Readers and Writers: If You Can't Find Them, Make Them"; "Cross Cultural Training for Young Adult Vietnamese Refugees"; "Educational Programs for Cambodian Refugees"; "English Language Teaching at Phanat Nikhom: Ten Years Later"; "Refugee Education in Hong Kong"; and "Meeting the Long-Term Educational Needs of Resettled Refugees: An Integrated Approach." (MSE)

ED 350 879 FL 020 781

are the major areas of psycholinguistic investigation and their connections between language and thought, the acquisition of language by children, and language variations (subtle or gross differences within the same language such as pronunciation or accent) and their influence in academic success as well as the variables that can create these variations. Finally, it is noted that teachers' reactions to these variables can lead to the formation of initial expectations or academic predictions of the student without knowledge of the student's academic development. Such predilections can compromise the teacher's ability to offer all students an equally effective education. Contains 63 references. (GLR)

ED 350 898 HE 025 874

Sawchuk, Mariette T.
Access and Persistence: An Educational Program Model. Celebrating Cultural Diversity in Higher Education.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Access to Education; Career Counseling; Church Related Colleges; Cultural Differences; Cultural Pluralism; Curriculum Development; Educational Environment; Ethnic Groups; Higher Education; Limited English Speaking; Program Descriptions; *Program Development; Questionnaires; School Holding Power; School Orientation; Student Financial Aid; Student Personnel Services; Student Placement; Student Recruitment; Student School Relationship; Tutorial Programs
IDENTIFIERS- *Diversity (Student); *Mount Saint Marys College CA

This report describes the key elements of an alternative access program at Mount St. Mary's College (California), from the recruitment and orientation of culturally diverse students to those ongoing academic and support services necessary to student persistence to graduation. The model is outlined in chapter II. Chapters III and IV describe how elements of the model operate at Mount St. Mary's. Described are the tutorial services that are available, the campus climate that helps foster study and learning, student orientation and tracking, individual testing and placement, curriculum development, and student advisement. Also examined are the general support services of financial aid, career counseling, and community outreach. The program offers guidelines and starting points for institutions interested in serving the needs of underprepared students, who are often from ethnic minorities. Appendices include descriptions of the English for Speakers of Other Languages and Dialects and the Strides Toward Educational Proficiency programs, as well as the school's Institutional Readiness Assessment questionnaire and a list of faculty development programs from 1986 through April 1991. (GLR)

ED 350 899 HE 025 875

Bell, Thomas L.; McClam, Tricia
Peer Review of Teaching at UTK: An Assessment.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

treats tuition costs, revenues, and expenditures. (JB)

ED 350 918 HE 025 896

Conklin, John J.
An Assessment of Student Attitudes Regarding the Field Education Practicum at the University of Connecticut School of Social Work.
PUB DATE- May 92
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Advising; *Graduate Students; Graduate Study; Higher Education; Mail Surveys; *Participant Satisfaction; *Practicums; Practicum Supervision; *Social Work; *Student Attitudes
IDENTIFIERS- *University of Connecticut

A study was done to determine student attitudes towards their experience in the practicum component of the graduate program at the University of Connecticut School of Social Work (UCONN). The program lasts 2 years and the hypothesis was that students had the same level of satisfaction for both years. A questionnaire was developed and sent to 248 first and second year students. The instrument asked 25 demographic questions, 13 Likert scale questions and one open-ended question for other comments. Fifty-one percent responded, and of those, 46 percent were first year students and 54 percent were second year students. Analysis of responses indicated the groups were comparable with no significant attitudinal differences toward the field experience. Attitudinal comparisons were also made about supervision and advisement, with no statistically significant differences between the two classes. The questionnaire is appended. (Contains 16 references.) (JB)

ED 350 919 HE 025 897

Goldstein, Jeffrey; High, Robert
Academic Performance and Student Employment: Differences Between Arts and Science and Business Students.
PUB DATE- May 92
NOTE- 26p.; Paper presented at the Adelphi University Colloquium (Garden City, NY, May 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Business Education; *College Students; Commuting Students; *Education Work Relationship; Grade Point Average; Higher Education; Liberal Arts; *Student Employment
IDENTIFIERS- *New York (Long Island)

A study was done to explore the relationship between academic achievement and student employment for college students in the arts and sciences and for business students. The study administered a one page questionnaire to students at nine colleges and universities on Long Island, New York, eight of which were primarily commuter colleges with a large percentage of employed students. The instrument asked for grade point average, number of hours worked, year in college, major area of study, reason for working, and the approximate percentage that the student contributed towards their college tuition. The final sample consisted of 562 completed questionnaires of which 247 were submitted by business majors and 315 were submitted by student's major, which courses (from a list provided) would they choose to take. Also included are the free written comments submitted by students with the surveys. Overall, the students felt the present core offered too few electives. (GLR)

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ED 350 938 HE 025 916

Student Financial Aid. Education Can Do More to Screen Schools before Students Receive Aid. Report to the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.
PUB DATE- Sep 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; Certification; College Outcomes Assessment; Colleges; Compliance (Legal); Criteria; Eligibility; Financial Audits; Financial Support; *Government Role; Higher Education; *Institutional Evaluation; Postsecondary Education; *Proprietary Schools; Standards; State Standards; *Student Financial Aid; Tuition; Universities

This report presents information on what changes might strengthen the Department of Education's role as the "gatekeeper" for approving schools before their students can receive federal student aid. The review focuses on the proprietary (for profit) school sector. The report shows that adequate controls are not in place within the Department of Education to prevent financially weak schools and schools not providing promised training from participating in federal student aid programs. The report identifies six requirements that states are using in various degrees for licensing schools and that could be applied to strengthening the Department's eligibility and certification process. It is recommended that adoption of these requirements could provide a more rigorous means of screening schools and of establishing controls to better safeguard federal aid. The Department also recognizes the need for additional safeguards and is addressing similar issues. Appendices include the requirements states use in licensing proprietary schools and the major contributors to the report. (GLR)

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ED 350 939 HE 025 917

Baumgartner, David
The Student Affairs Professional: A Study of the Private Colleges in Iowa.
PUB DATE- 22 May 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; College Administration; *Compensation (Remuneration); Fringe Benefits; Higher Education; *Job Satisfaction; Private Colleges; Professional Development; Questionnaires; *Student Personnel Services
IDENTIFIERS- *Iowa

The purpose of this paper is to discuss the Student Affairs profession at private colleges in the state of Iowa. One hundred fifty-nine Chief Student Affairs Officers at 22 private colleges responded to a questionnaire that asked about the following items: how they spent their days (i.e., percent of time spent on student contact, administrative tasks, developing

ED 350 958 HE 025 936

Minorities in Medicine: A Guide for Premedical Students.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission (School); Admission Criteria; American Indians; Black Students; College Applicants; Higher Education; Hispanic Americans; Medical Education; *Medical Schools; Medical Students; *Minority Groups; *Premedical Students; Student Financial Aid; Student Recruitment
IDENTIFIERS- African Americans; *California

This booklet explains the need for more physicians from underrepresented minority groups and guides the minority student considering a medical career in preparing for and gaining admission to a medical school. Organized in nine sections, the book first introduces the Health Professions Career Opportunity Program and its services which work to increase the number of minority students entering health professions in California. The second section presents statistics illustrating the need for minority physicians. The third section describes the two types of medical degrees, allopathic (Doctor of Medicine, or MD) and osteopathic (Doctor of Osteopathy, or DO) and the training that each entails. The fourth section argues that minorities should consider becoming doctors as a means to serve their own communities. The fifth section gives advice for preparing to go into medicine including selecting the appropriate classes, building a support group, developing study habits and seeking good grades, and gaining useful work experience. The sixth section describes seven steps in the medical school application process. The seventh section discusses financing medical education, and finally, suggestions are offered about what to do if rejected by a medical school. A summary emphasizes the important role that minority physicians can play. An appendix offers additional information on demographics, financial aid programs and other sources of support. (JB)

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ED 350 959 HE 025 937

Douglas, Vickie L., Ed.
Wellness: A Bargain for Life, A Resource for Higher Education. The Complete Guide to Creating an Effective Wellness Program in Higher Educational Institutions.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; Health Education; *Health Programs; *Health Promotion; *Higher Education; Personnel Management; Prevention; Program Development; Program Effectiveness
IDENTIFIERS- *Employee Fitness Programs; Employee Health

human-computer interaction and the impression of computers in the future. At the end of the course the students' estimation of their own knowledge was much higher that at the beginning of the course. The course also had a strong effect on negative feelings in that it reduced the fear of failure and the desire to escape. (Contains 9 references.) (Author/ALF)

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ED 350 976 IR 015 786

Computer Applications and Technology 105.
PUB DATE- 91
NOTE- 341p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Graphics; *Computer Literacy; *Computer Oriented Programs; *Computer Software; *Copyrights; Course Descriptions; Database Management Systems; Desktop Publishing; Elementary Secondary Education; Foreign Countries; *Microcomputers; Programing Languages; *Reprography; Spreadsheets; Telecommunications; Word Processing
IDENTIFIERS- Manitoba

Designed to promote Manitoba students' familiarity with computer technology and their ability to interact with that technology, the Computer Applications and Technology 105 course is a one-credit course presented in 15 topical, non-sequential units that require 110-120 hours of instruction time. It has been developed with the assumption that each student will have hands-on computer access for at least 50% of the course time. The course consists of CORE modules, which are mandatory for all students and constitute 60% of the program time, and OPTION modules, which offer flexibility in designing a program to meet individual student needs, making up 40% of the time. The first of two main CORE units takes up 45% of the time and focuses on personal productivity tools, i.e., database management, desktop publishing, graphics, spreadsheets, telecommunication, and word processing. The second CORE unit occupies 15% of the time and covers using a computer language. (The eight OPTION units are: (1) Applications and Implications; (2) Consumerism; (3) Personal Productivity Tools; (4) Computer Evolution; (5) Keyboarding; (6) New Technologies; (7) Operating the System; and (8) Videography. Each of the CORE units may take up to 10% of the time. Information on the reproduction of materials and Canadian copyright law is also provided in both English and French. (ALF)

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ED 350 977 IR 015 787

Zillesen, P. G. van Schaick; And Others
Computer Support of Operator Training: Constructing and Testing a Prototype of a CAL (Computer Aided Learning) Supported Simulation Environment.
PUB DATE- Dec 91
NOTE- 14p.; Paper presented at the International Conference for Corporate Training for Effective Performance (Enschede, The Netherlands, December 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Comparative Analysis; *Computer Assisted Instruction; *Computer Simulation; Computer Software Development; *Computer System Design; *Corporate

alone did not entirely compensate for the subject's difficulty in identifying relevant features and ignoring irrelevant features. These subjects included college students, professional mechanics, and high school graduates applying for positions as firemen or policemen in New York City. A second goal of the research was to analyze the differences among individuals who are performing analytic reasoning tasks. The cognitive processes in a widely used, nonverbal test of analytic intelligence, the Raven Progressive Matrices Test, were analyzed using experimental and modelling techniques. Two processes that were found to distinguish average and superior performance are the ability to induce abstract relations and the ability to dynamically manage a large set of problem solving goals in working memory. Ten figures illustrate the report and a list of nine publications associated with this research project is included. (Contains 21 references.) (Author/ALF)

ED 350 995 IR 015 810

Frick, Theodore W.
Restructuring Education through Technology. Fastback 326.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Educational Change; Educational Environment; Educational Innovation; *Educational Technology; Elementary Secondary Education; Learning Processes; Role of Education; *School Restructuring; Student School Relationship; Teacher Role; Teacher Student Relationship; Videotape Recorders
IDENTIFIERS- Role of Technology

This paper examines the role of technology in restructuring education by analyzing how it influences seven important relationships in the educative process: (1) teacher-student relationships; (2) student-content relationships; (3) teacher-content relationships; (4) student-context relationships; (5) teacher-context relationships; (6) content-context relationships; and (7) educational system-environment relationships. After a brief historical overview of the uses of technology in education, the paper discusses the nature of systems in education and examines the process of restructuring through systems change in the seven pairs of relationships as they exist today and as they might change in a restructured educational system. How educational technology can empower teachers and students is then discussed with emphasis on how electronic technology is transforming the way information is communicated and processed. A brief discussion of the role of the teacher in evaluating the worth of content--i.e., selecting the best of culture for sharing with students--concludes the report. (ALF)

ED 350 996 IR 015 811

Potter, Rosemary Lee
Using Telecommunications in Middle School Reading. Fastback 335.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

DESCRIPTORS- Business; *Community Benefits; Economic Impact; Library Cooperation; Library Networks; *Library Services; *Public Libraries; Questionnaires; *Shared Library Resources; Surveys; Tables (Data); Users (Information); User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Illinois (Naperville); *Reciprocal Borrowing

This paper presents results of a survey that examined the spending activities of patrons from other libraries while in Naperville (Illinois) using their reciprocal borrowing privileges at Nichols Library, the local public library. Results of a questionnaire from 100 of the 7,540 registered reciprocal borrowers provide information on: home libraries represented, library systems represented, frequency of visits to the home library, frequency of visits to Nichols Library, reason(s) for visiting Nichols Library, success in finding library material needed, other activities in Naperville, money spent in Naperville, and whether Nichols Library is the user's first choice for library service. It is concluded that reciprocal borrowers are supporting local businesses and adding to the economic welfare of the community. A copy of the questionnaire and a 12-item selected bibliography are included. (Contains 10 references.) (MES)

ED 351 014 IR 054 207

Smith, Gordon W.
Library Education in California: Issues and Opportunities. A Report of the Council of Library Directors.
PUB DATE- Nov 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Educational Innovation; Extension Education; Futures (of Society); Higher Education; Librarians; *Library Education; *Library Schools; Library Science; Problems; *State Programs
IDENTIFIERS- *California State University; San Jose State College CA

This report examines the problem of diminishing opportunities for professional library education in California. The first section examines topics related to the supply of and demand for librarians and library education programs, including U.S. and California demographics on librarianship and library education, librarianship and the information explosion, and the status of library education in California. Issues and constraints in expanding opportunities for library education are addressed in the second section, including accreditation, costs of establishing a new school, and an extension program at San Jose State. The third section presents approaches to meeting these needs and developing library education programs in the California State University (CSU), including systemwide and regional programs, dual degree programs, continuing education for librarians, recruitment of minorities to the library profession, and the role of the CSU libraries in library education. (Contains 10 references.) (MES)

ED 351 015 IR 054 209

Council on Library Resources, Inc. Thirty-Fourth Annual Report/1990.
PUB DATE- 90
NOTE- 64p.; For the 33rd annual report, see ED 315 086.

what they intend to do regarding those recommendations. Access to information, libraries' participation in the National Research and Education Network, intellectual property law, preservation, education reform, and libraries as educational institutions received much attention at the forum. Other priorities included recommendations that address family literacy, the Literacy Initiative to Aid the Disadvantaged, meeting the needs of a diverse population, multicultural/multilingual programs, and the focus on children and youth through the Omnibus Children and Youth Initiative. This report contains press releases describing the conference; White House Conference Recommendations as reprinted from the Conference Summary Report; and an index of the 38 organizations whose comments are included. (KRN)

ED 351 031          IR 054 228

Donley, Mary; And Others
Report of the Faculty Research Initiative Grant: Learning-Disabled Students and Academic Library Services.
PUB DATE- Jun 90
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *College Students; Equipment Utilization; Facility Guidelines; Higher Education; *Learning Disabilities; Library Instruction; Library Personnel; Library Research; *Library Services; Surveys; *User Needs (Information); Use Studies

This report describes a research project designed to improve the University of Wisconsin-Stout (UW-S) Library Learning Center services to students with learning disabilities. Three groups were surveyed to gather the information needed to improve services. Learning disabled students at the UW-S campus were asked to identify problems encountered in the use of the Library Learning Center. Twenty-eight UW System libraries were surveyed to identify services provided to the learning disabled. Fifty-five academic libraries at colleges and universities considered to have exemplary programs for the learning disabled were also surveyed. Names of these programs were secured from the National Center on Postsecondary Transition for Students with Learning Disabilities. The survey showed that UW-S students were not using the library as often as they should. Problems identified included difficulties with using CD-ROM databases, time restrictions on the use of equipment, and background noise and distractions. Problems in using the library were also detailed by persons assigned to serve the learning disabled at other institutions surveyed. Problems were classified into six groups: reading/language problems; difficulty in asking for assistance; organizational skills; research skills; directional difficulties; and technology. A few of the respondents also gave examples of how their libraries provided assistance to these students. The survey showed, however, that only 34% of the institutions had a library-related program or service for learning disabled students. The project report includes a list of 21 recommendations based on replies to the surveys. The recommendations are grouped into five areas of need: identification/assistance; instruction/publications; orientation/instruction; environment/equipment; and research. Appendices contain a copy of the project research proposal; a list of institutions surveyed; the definition of learning

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Community Colleges; *Core Curriculum; Course Content; Curriculum Development; Fused Curriculum; History; *Honors Curriculum; *Humanities; *Interdisciplinary Approach; Laboratory Experiments; Participant Satisfaction; Program Development; *Science and Society; *Science Education; Science Experiments; Team Teaching; Two Year Colleges
IDENTIFIERS- Oakton Community College IL

In 1989, Oakton Community College (OCC) in Des Plaines, Illinois, began developing an honors core seminar in the sciences. The course was to be an interdisciplinary, laboratory-based science and humanities seminar, designed to explore the nature, process, and methods of science and the place of science in society. Rather than mastering a body of information, students would learn a process of inquiry. The course integrated two existing syllabi that had already been approved for credit transfer to four-year institutions, "Introduction to Physical Science," and "Culture and Science in the Western Tradition." An interdisciplinary team of nine faculty, working with two external consultants, spent 5 months developing the philosophy, objectives, and structure of the course. During the first 4 weeks of the course, a physicist taught students about concepts of motion. For the second 4-week unit, a chemist taught about the nature of matter. During the third 4-week unit, a geologist introduced students to plate tectonics. During each of the 4-week units, a historian related scientific concepts in their historical, economic, and cultural context. During the final 4 weeks of the course, all four instructors were present for discussions of contemporary research in their fields, and dominant paradigms. A copy of the course syllabus; a review of laboratory experiments, teaching methods, and other course activities (for students); sample lab problems; sample narrative responses provided by students on a follow-up questionnaire evaluating the course; detailed narrative examinations of each unit written by the different instructors; and a 68-item bibliography, are included. (PAA)

ED 351 049          JC 920 515

Curtis, Stephen M.; West, Betty
Expanding Resources for Working Adults: A College/Community/Hospital Collaboration.
PUB DATE- Oct 92
NOTE- 13p.; Paper presented at the University of South Carolina Conference, "The Minority Student Today: Recruitment, Retention, and Success" (San Antonio, TX, October 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Associate Degrees; Community Colleges; *Cooperative Programs; Evening Programs; *Nursing; *Nursing Education; Part Time Students; Program Implementation; *School Community Relationship; Student Personnel Services; *Teaching Hospitals; Two Year Colleges; Two Year College Students; *Unions; Weekend Programs
IDENTIFIERS- *City University of New York Manhattan Comm Coll; Harlem Hospital Center NY

In response to the critical need for nurses in New York City, the Borough of Manhattan Community College (BMCC), with support from two local unions and a foundation, initiated the

Stanley, Patricia; Sargent, Susan
Statewide Labor Market Information and Student Follow-Up System.
PUB DATE- Jan 92
NOTE- 13p.; Discussed as Agenda Item 8 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 9-10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; College Planning; Community Colleges; *Data Collection; Education Work Relationship; Employment Patterns; Employment Statistics; Followup Studies; *Information Systems; Labor Force Development; *Labor Market; Labor Supply; *Needs Assessment; Occupational Surveys; Program Development; Questionnaires; School Surveys; *Statewide Planning; Student Educational Objectives; Student Personnel Services; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California Community Colleges

The California Community Colleges (CCC) use labor market information and student follow-up data for vocational education program development, implementation, and evaluation. In order to justify the development of new programs and the continuation and review of existing programs, the CCC initiated the Labor Market Information (LMI) system in 1987. The LMI involves the collection of labor market supply and demand data, with assistance from the California Employment Development Department (EDD). In 1987, the EDD produced occupational demand projection for six counties which were matched for vocational education programs at 27 colleges in those counties. Currently, LMIS data are available in 27 counties serving 63 colleges of the CCC. The Student Follow-up System (SFS) identifies student and program needs in vocational education. The SFS consists of a classroom survey and follow-up survey administered to students enrolled in advanced-level vocational education courses. The classroom survey asks students about their educational goals and student services needs, while the follow-up survey is sent to non-returning students requesting information on reasons for attending, courses completed, employment status, and the relationship between employment and course completed. The information from the LMI/SFS is used for program planning, career counseling, job placement, informing employers of available training programs and student supply, and meeting regulatory and college requirements. The LMI/SFS is expected to be operational in all CCC institutions by June 1992. Tables with LMI and SFS data, and a copy of the SFS surveys are appended. (PAA)

ED 351 065 JC 920 543

Scott-Skillman, Thelma; And Others
Student Services and Special Programs: A Report on Program Effectiveness.
PUB DATE- Mar 92
NOTE- 31p.; Discussed as Agenda Item 14 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, March 12-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Disabilities; Economically Disadvantaged; *Educationally Disadvantaged; Financial Support; Minority Groups; Outcomes of Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Special Needs

DESCRIPTORS- *Calculus; *College Mathematics; Course Descriptions; Courses; Higher Education; Instructional Materials; *Mathematical Concepts; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; Teaching Methods
IDENTIFIERS- Ithaca College NY

Ithaca College, in New York, has developed and tested a projects-based first-year calculus course over the last 3 years which uses the graphs of functions and physical phenomena to illustrate and motivate the major concepts of calculus and to introduce students to mathematical modeling. The course curriculum is designed to: (1) emphasize on the unity of calculus; (2) focus on the effective teaching of the central concepts of calculus; (3) increase geometric understanding; (4) teach students to be good problem solvers; and (5) improve attitudes toward mathematics. The course centers on large, often open-ended, problems upon which students work both in and outside of class in groups, and individually, spending 2 to 3 weeks on each problem. Most of these projects are presented in such a way as to require a top-down analysis, in which the top level forces attention to a main idea, while the computations are required at the lowest levels. This approach enables students to recognize calculations as the "nuts and bolts" of a larger problem-solving process. Students' active participation, and clear written presentations of results are required. The course design is best represented by a spiral, which emphasizes the unity of calculus, while allowing for the continual review of the discipline's key skills and concepts, such as graphing, distance and velocity, multiple representations of functions, modeling, and top-down methodology. Three sample course problems are provided. (MAB)

ED 351 081 JC 920 562

Ignash, Jan M.
Tracking the Liberal Arts over Sixteen Years. Trends and Implications.
PUB DATE- Nov 92
NOTE- 24p.; Paper presented at the Annual Meeting of the California Association for Institutional Research (Ontario, CA, November 5-6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Transfer Students; Community Colleges; *Educational Mobility; Educational Research; *Educational Trends; English (Second Language); *Enrollment Trends; Higher Education; Humanities; *Liberal Arts; Longitudinal Studies; National Surveys; Remedial Programs; Two Year Colleges
IDENTIFIERS- *Center for the Study of Community Colleges CA; Transfer Rates (College)

Since 1975, the Center for the Study of Community Colleges (CSCC), in Los Angeles, California, has conducted seven studies of liberal arts programs in community colleges. In 1991, CSCC launched the National Liberal Arts Curriculum Project (NLACP), linking findings with an ongoing transfer study at CSCC. Among the areas examined in the NLACP were: the relationship between liberal arts curriculum and an institution's transfer rate; differences in curricular patterns of institutions based on percent of minority enrollment; growth and decline in different curricular areas; the effect of college characteristics on

EPSF helped students overcome skill deficiencies, though most respondents felt that modality instruction, in conjunction with kindergarten curriculum and materials, was responsible for positive results. Detailed survey and interview results are attached. (AC)

ED 351 098 PS 020 668

TELS: Teaching Essential Life Skills.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- May 92
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Elementary School Students; *Instructional Innovation; Instructional Materials; *Learning Activities; Learning Strategies; Lifelong Learning; *Problem Solving; *Technological Literacy; Thinking Skills
IDENTIFIERS- Blooms Taxonomy; New Jersey; Teaching Essential Life Skills NJ; *Technology Education

This guide was designed to provide classroom-level applications that can be utilized in the education of students in kindergarten through grade six. The purpose of the guide is to develop an educational process with a focus on technology education and problem solving skills that enhances the curriculum, instills in students an awareness of the importance of learning how to learn, and embraces the concept of lifelong learning. Section one of the guide outlines the Teaching Essential Life Skills (TELS) curriculum and the process of its development. Four appendices provide examples of problem solving models, a list of 90 references, a user evaluation form, and a taxonomy of educational objectives. Section two consists of 20 technology learning activities (TLAs) for students in kindergarten through second grade, while section three contains 27 TLAs for grades three through six. Section four, which focuses on career guidance and counseling, contains six general career guidance group activities, five career development group activities on gender equity, and individual career plan worksheets for each grade level. (MDM)

ED 351 099 PS 020 694

Meier, John H.
Preschool Readiness to Learn: Head Start's Opportunity & Responsibility.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Training Conference of the National Head Start Association (19th, San Diego, CA, April 29-May 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Change Strategies; *Compensatory Education; Disadvantaged Youth; Learning Readiness; *Preschool Education; *Program Effectiveness; *Program Improvement; School Readiness; Student Adjustment
IDENTIFIERS- *Project Head Start

Genuine intellectual and other pre-academic skills and abilities are as important as social skills for children's smooth plans, and direct subsidies for child care; (4) direct provision of child care through on-site programs, consortia with other companies, or reserved spaces in local child care centers; and (5) support for or creation of services through charitable contributions, subsidized care for children who are ill or in special circumstance, or the provision of family day care networks. Before adopting any program or policy, employers should review management concerns, assess employees' child care needs, identify community resources, and analyze the costs and effects of various options. Employers may need to establish a management-employee task force or committee, or hire an outside consultant, to examine these questions. Effective child care programs help both the employer and employees, because such programs improve productivity, reduce absenteeism, lower employee turnover rates, enhance recruitment, improve morale, generate favorable publicity, and improve community relations and the public image of the corporation. (MDM)

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ED 351 118 PS 020 806

Baker, Betty Ruth
Fingerplays: An Idea from the Past with Learning Opportunities for the Present and Future.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Childhood Education International (100th, Chicago, IL, April 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Activities; Dramatic Play; Early Childhood Education; Language Enrichment; *Learning Activities; Selection; *Teaching Methods
IDENTIFIERS- *Fingerplays; Rhyme

This paper presents a guide to the selection and use of finger plays with children. Finger plays are defined as brief stories that rhyme and can be dramatized by fingers. After touching briefly on the origins of finger plays, the paper lists several uses for this activity, including motivating students, introducing new themes or units, and developing listening and language skills. Criteria to consider when selecting finger plays, such as learning expectations and the time of year and day, are listed. Specific steps to follow when presenting finger plays are also listed, and materials for illustrating finger plays are suggested. The remainder of the paper presents several finger play rhymes, with instructions on their use. (HTH)

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ED 351 119 PS 020 807

Schnettler, Shirley I.
Developing Appropriate Activities with Early Intervention Prekindergarten Families To Prepare Children for Academic Success.
PUB DATE- Jun 92
NOTE- 116p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Early Intervention; High Risk Students; *Instructional Materials; *Learning Activities; *Parent Participation; Parent School Relationship; *Parent

were conducted. Results indicated that, compared to the original groups, there was an increase in speaking time for students. Results suggest that teachers should: diversify the objectives and topics of conversation; diversify the structure of the conversational group and their role in conversations; and individualize their exchanges with pupils. (HTH)

ED 351 138          PS 020 902

Early Childhood Education: Nurturing Oregon's Future.
PUB DATE- Nov 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Definitions; *Educational Change; *Educational Philosophy; Health Services; *Primary Education; *School Readiness; Social Services; *Transitional Programs
IDENTIFIERS- Comprehensive Services; Developmentally Appropriate Programs; *Oregon

This packet of materials includes several items that relate to early childhood education in Oregon. An information sheet describes the state's vision of comprehensive early childhood education for all children, and provides definitions, assumptions, and guiding principles that relate to that vision. A figure depicts the coordination of services relating to education from kindergarten through third grade. A briefing paper on educational reform discusses the implementation of developmentally appropriate practices, the development of programs concerning children's transition from prekindergarten to public school, health and social service needs of children and families, the involvement of parents in school decision making, and integration of children with disabilities into regular school activities. An information sheet on school readiness includes definitions and questions concerning continuity in educational philosophy, pedagogy, and educational structure. Also provided is a form to use in developing plans for children's transitions. (BC)

ED 351 139          PS 020 911

Paulson, Sharon E.
Adolescents' and Their Parents' Perceptions of Parenting Style: Relations with Achievement.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Meeting of the Society for Research on Adolescence (Washington, DC, March, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescents; Childhood Attitudes; Father Attitudes; *Fathers; Grade 9; High Schools; High School Students; Mother Attitudes; *Mothers; Multiple Regression Analysis; Nuclear Family; *Parent Attitudes; *Parent Child Relationship; Sex Differences; Social Cognition; *Student Attitudes
IDENTIFIERS- Parent Commitment; *Parenting Styles; Parent Responsiveness; Parent Strictness

The purposes of this study were to compare adolescents' and parents' perceptions of parental demands, responsiveness, and commitment to achievement, and to explore the relations between these perceptions and the adolescents' school achievement. The subjects were ninth grade students and their parents. The

Essay on Historical Origins," by Russel L. Barsh; "The Concept of Sovereignty: The Key to Social Justice," by Sharon O'Brien; "Organizing for Self-Determination: Federal and Tribal Bureaucracies in an Era of Social and Policy Change," by Paul H. Stuart; "The Persistence of Identity in Indian Communities of the Western Great Lakes," by Donald L. Fixico; "The Delivery of Health Care to American Indians: History, Policies and Prospects," by Jennie Joe; "The Education of American Indians: Policy, Practice and Future Direction," by John W. Tippeconnic, III; "Economic Development and Employment Opportunities for American Indians," by Gary D. Sandefur; and "American Indian Criminality: What Do We Really Know?" by Donald E. Green. (SV)

ED 351 158 RC 018 835

Tippeconnic, John W., III
The Education of American Indians: Policy, Practice and Future Direction.
PUB DATE- 91
NOTE- 29p.; In: Green, Donald E., Ed. and Tonnesen, Thomas V., Ed. American Indians: Social Justice and Public Policy, 1991; see RC 018 834.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; Educational History; Educational Policy; *Educational Responsibility; Educational Trends; Elementary Secondary Education; *Federal Indian Relationship; *Government Role; Higher Education; Public Schools; *Relevance (Education)
IDENTIFIERS- Bureau of Indian Affairs Schools; Tribally Controlled Schools

The nature and problems of American Indian education are quite complex. Factors defining the context of this complexity include differences between schools and standard teaching methods and traditional Indian education; the special federal-Indian relationship; and the small numbers but great cultural diversity of American Indians. A historical analysis focuses on acculturation as the aim of Indian education, the changing role of the federal government, national studies evaluating Indian education, the growing number of Indians in educational leadership positions, and the apparent loss of national interest in Indian education in the face of global problems. An overview of Indian education today highlights enrollment, dropout rates, graduation rates, and educational attainment of Native Americans, as well as data on population, unemployment, and quality of life. Questions about government role revolve around the relative responsibilities of state and federal governments in Indian education, and attempts to transfer Bureau of Indian Affairs schools to public school districts. Other issues in Indian education include the need for cultural relevance, differences between reservation and off-reservation schools, high Indian failure rates in higher education, and the shortage of Indian teachers. National trends that provide opportunities for change are increased attention on at-risk or disadvantaged students, early childhood education, and integrated programs and educational partnerships. (SV)

ED 351 159 RC 018 836

Stuart, Paul H.
Organizing for Self-Determination: Federal and Tribal Bureaucracies in an Era of Social and Policy Change.
PUB DATE- 91

PUB DATE- Oct 90
NOTE- 320p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agribusiness; *Agriculture; Banking; *Consolidated Schools; Curriculum; Economic Development; Educational Finance; Educational Policy; *Health; Local Government; *Rural Areas; *Rural Development; *Rural Education; Rural Schools; Social Services; *Transportation; Vocational Education

To facilitate research on rural issues, a task force composed of prominent rural residents and experts from universities in Illinois prepared this bibliography. Several thousand books, research reports, commission papers, government reports, and journal articles--most published after 1980--are listed in this bibliography. While focused on Illinois, the bibliography also covers material of national and international scope. The volume is divided into eight sections: (1) agriculture and agribusiness; (2) banks and financial intermediaries; (3) economic development; (4) rural education; (5) rural health issues; (6) local government; (7) social service; and (8) transportation. The entries in each section are listed by author. Each entry includes title, publisher, date, and an abstract. Entries of journal articles also include sources and page numbers. Each section is introduced with a literature review on the subject. The education section deals with school consolidation/reorganization issues, with particular focus on short- and long-term alternatives to consolidation. The majority of material in this section was intended to assist in policy making. Other topics covered in this section include school finance, curriculum (especially vocational curriculum needs), the general state of rural education, and materials for further research. Listings in the local government section focus on fiscal matters, management, government capacity and viability, and environmental concerns. (TES)

ED 351 177 RC 018 858

Report of the Task Force on Hispanic Education.
PUB DATE- 18 Jan 91
NOTE- 23p.; For a report on Hispanic youth dropout prevention, see ED 329 661.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Dropout Prevention; *Educational Objectives; Educational Policy; *Educational Strategies; Elementary Secondary Education; Higher Education; *Hispanic Americans; Preschool Education; Relevance (Education); State Government
IDENTIFIERS- *Hispanic American Education; *Idaho

A 1990 Task Force report outlined the problem of the high dropout rate (40-60 percent) among Idaho's Hispanic-American students. This follow-up report presents state goals related to preventing Hispanic students from dropping out and makes specific recommendations to accomplish each goal. State-level goals are strong leadership, adequate funding, and enduring commitment to meeting the educational needs of Hispanic students. In the preschool category, the Task Force's goal is to provide a preschool program that will give Hispanic children a "head start" toward kindergarten. Goals for elementary and secondary schools include providing an educational environment conducive to success without damaging Hispanic children's self-esteem, providing a relevant curriculum that promotes reform efforts continuing to emphasize the importance of teaching for conceptual understanding? If it does not, then why are the majority of teachers at all grade levels continuing to teach for computational competence without conceptual understanding? This paper presents the results of a computational test taken by two groups of students in ninth-grade general mathematics classes. One group of students practiced computational procedures without an emphasis on the mathematical concepts. The second group of students learned the mathematical concepts underlying the procedures and spent little, if any, time on practicing computational procedures. The findings of the computational test showed that in one conceptually oriented class the average grade-level equivalence for computational competence was increased from a 6.5 grade level at the start of the school year to a 9.1 grade level at the end of the year. One computationally oriented class had an average grade level at the start of the school year of 7.1 and at the end of the school year the grade-level equivalence was 7.5. This was a gain of less than half a year, even though the students spent the whole year practicing computational procedures. Other findings showed that the students in the conceptually oriented classes attempted more items on the posttest than did students in the computationally oriented classes. Furthermore, statements made by the students at the end of the year indicated that they felt they had learned more mathematics in the conceptually oriented class than they had in any of their previous mathematics classes. The results of this study suggested that conceptual understanding enhanced students' computational competence and promoted more positive attitudes towards mathematics. The results also suggested that computational procedures are neither learned nor retained through drill-and-practice exercises without conceptual understanding. (Comparative test results are appended. The text contains 15 tables.) (Author)

ED 351 195          SE 053 317

Mathematics Framework for California Public Schools: Kindergarten through Grade Twelve.
PUB DATE- 92
NOTE- 232p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Core Curriculum; Curriculum Design; *Curriculum Development; Curriculum Guides; Discovery Processes; Educational Change; *Elementary School Mathematics; Elementary Secondary Education; Evaluation Methods; Instructional Innovation; Instructional Materials; Manipulative Materials; Mathematical Applications; Mathematics Education; *Mathematics Instruction; Problem Solving; *Public Schools; *Secondary School Mathematics; Teacher Role; Teaching Methods; Units of Study
IDENTIFIERS- *California; Connections (Mathematics); Mathematics Framework for Calif Public Schools; NCTM Curriculum and Evaluation Standards

This document builds on the foundation laid by the 1985 edition of the "Mathematics Framework for California Public Schools" to

Plecker and others sought to use in these efforts are recounted. (DB)

ED 351 213 SO 022 066

Ehman, Lee H.
Using Channel One in Social Studies Classrooms: A First Look.
PUB DATE- 91
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; Current Events; Educational Quality; *Educational Television; News Media; Parent Attitudes; Secondary Education; *Social Studies; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Channel One

"Channel One" is a 12-minute educational television news program broadcast daily to thousands of schools in the United States each school morning. The purpose of this research project was to study and describe how Channel One is used by social studies teachers and their students in the classroom, and what impact this use had on teachers and students. Three schools in central Indiana (two junior high schools and one senior high school) were the focus of the study. Information was gathered in three forms: interviews with principals and teachers; observations of Channel One broadcasts, ensuing discussion in homerooms, and regular social studies classes; and questionnaires administered to students, parents, and teachers. A brief sketch of two Channel One broadcasts and ensuing discussions in each of the junior high schools is detailed. The study findings cover six areas: Outcomes from using Channel One; Use of Channel One in classrooms; Quality and objectionable content of Channel One programming; Are the Channel One commercials objectionable?; Overall value of Channel One for schools; and Suggestions for improving Channel One programs. The research findings were that: teachers were not making extensive use of Channel One; students were more critical of the quality of Channel One than teachers; and the commercials were viewed by most students, parents, and teachers as non-problematic. A list of questions for further research is included, as is a list of 15 references. (DB)

ED 351 214 SO 022 074

Netherlands: Reviews of National Policies for Education.
PUB DATE- 91
NOTE- 150p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Educational Administration; *Educational Assessment; Educational Development; Educational History; Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Formative Evaluation; Higher Education; *International Education; *International Organizations
IDENTIFIERS- *Netherlands; *Organisation for Economic Cooperation Development

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Developing Nations; *Economic Development; Foreign Countries; Foreign Culture; *Natural Resources; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *Africa; *Zambia

This four-lesson unit, designed for use with high school students, examines economic development in Africa. Lesson 1, "What Is Development?" has students investigating terms such as development, third world, North, and South. In lesson 2, "Resources and Culture," students learn that people define resources based on their own cultural perspectives. In lesson 3, "Mineral and Energy Resources," students learn about interdependence within the context of development. Students examine Zambia's economy and see the factors involved in managing mineral resources within the world economy. In lesson 4, "Resources for Self-Reliance," students examine more fully the paradox that much of Africa faces: it possesses enormous mineral resources and great agricultural potential, while at the same time has some of the world's lowest standards of living. Students learn about the need for African initiated resolutions and the difficulty of realizing them. A 20-item bibliography of resources concerning Africa and development issues is included. (DB)

ED 351 234 SO 022 407

Riddle, Robin; And Others
Choices in International Conflict. Topic #2 in a Series of International Security and Conflict Curricula for Grades 7-12 and Junior College.
PUB DATE- 88
NOTE- 131p.; For related documents, see SO 022 391 and SO 022 403.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arabs; Case Studies; *Conflict Resolution; *International Relations; Learning Activities; Peace; Secondary Education; Social Studies; Two Year Colleges; Units of Study; *War
IDENTIFIERS- Camp David Peace Accords; England; Falkland Islands; India; Israel; Middle East; Nonviolence

This eight-day unit is designed for use in social studies, language arts, and philosophy classes at secondary (7-12) and community college levels. After a general introduction to international conflict, students explore various modes of conflict resolution and conflict management. Students then consider in general terms the reasons for war and for the use of nonviolent means of conflict resolution and management. In order to examine in detail the causes and consequences of war and nonviolent conflict resolution/management methods, students analyze the cases of the Falklands/Malvinas war, some aspects of the Arab-Israeli conflict in the Middle East and the Camp David Accords, and some aspects of the British-Indian conflict in India and Gandhi's philosophy of nonviolent resistance. Students are asked to question why and when one method is chosen by conflict participants over other methods. Students also consider the positive and negative results of particular conflict resolution/management methods. Numerous handouts are

Abdul, Larry Bird, Judy Blume, Berke Breathed, Barbara Bush, George Bush, Bill Cosby, Mikhail Gorbachev, Steffi Graf, Wayne Gretzky, Matt Groening, Hammer, Martin Handford, Lee Iacocca, Bo Jackson, Steven Jobs, Michael Jordan, Madeleine L'Engle, Nelson Mandela, Thurgood Marshall, Ann M. Martin, Luke Perry, Colin Powell Sally Ride, Pete Rose, H. Norman Schwarzkopf, Dr. Seuss, Clarence Thomas, and Bill Waterson. The profiles include the following categories of information: birth, youth, early memories, education, first job, major influences, choosing a career, career highlights, marriage and family, writings, honors and awards, further reading, and address. (DB)

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ED 351 258          SO 022 552

Arts Education in South Dakota Schools. A Report from South Dakota Arts Council's Arts Education Task Force.

PUB DATE- Sep 90

NOTE- 59p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Art Education; *Curriculum Development; *Educational Assessment; Educational Objectives; Elementary Secondary Education; State Programs; *State Surveys; Statewide Planning; Student Educational Objectives

IDENTIFIERS- *South Dakota

This report presents information on the status of arts education in South Dakota schools. Central to the report are the findings of a statewide survey of school districts that was conducted as part of a long-term project to advance the arts in South Dakota schools. Findings are reported in a number of areas, including budgets, staffing, course offerings, written curricula, school facilities, professional staff development, and teacher perceptions. Overall it was found that there is considerable need for improvement in most areas of arts education. Ten recommendations are put forth based on the survey and other information. The report also includes background information in support of arts education in South Dakota schools, and discusses a plan to help school districts to develop arts education curricula through pilot schools. Three appendices are included: (1) Survey instruments, including cover letter; (2) Information on random sampling; and (3) South Dakota map indicating respondent schools. A report on the six schools that have participated in the Arts Basic Curriculum pilot program, the creation of which is mentioned in the report, is included as an addendum. (DB)

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ED 351 259          SO 022 560

Cassidy, Wanda E. M.; Bognar, Carl J.

Critical Thinking in Social Studies: Methods and Findings of a Wide-scale Assessment.

PUB DATE- 92

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Critical Thinking; *Curriculum Development; *Curriculum Evaluation; *Educational

NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Childrens Literature; *Diaries; Elementary Education; Learning Activities; Local History; Personal Narratives; Social Studies; *State History; Student Journals
IDENTIFIERS- *Iowa

This periodical issue focuses on the theme of diaries, and includes excerpts from the diaries of Iowa children who lived at different times in history. The following features are included: Dear Diary; Eliza's Journey Across the Plains; The Vacation Diary; Children's Diaries; How to Keep a Diary; Soldiering Diary; Slang Game; Diary Detective Game; Writing Right; and Eyeball Benders. (DB)

ED 351 281 SO 030 487

Stop and Think! Dialogue, Critical Thinking Skills and Creative Conflict Resolution in Peace Education. Peace Education Miniprints No. 5.
PUB DATE- Nov 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conflict Resolution; Educational Philosophy; Elementary Secondary Education; International Education; Nuclear Warfare; *Peace; Role of Education; *Social Change; *Teacher Associations; *Teaching Experience; World Affairs
IDENTIFIERS- *Educators for Social Responsibility; *Peace Education

An interview on peace education with Tom Roderick (interviewer: Ate Bjerstedt) of Educators for Social Responsibility is presented in this document. Educators for Social Responsibility is a national teachers' organization in the United States that offers programs and curricula that are intended to help young people become engaged in the world. The interview discussed Tom Roderick's background, the activities of Educators for Social Responsibility, and his thoughts on a number of areas that concern peace education. (DB)

ED 351 282 SP 033 719

Chang, Ping-Tung
Cooperative Training and Retraining for Elementary School Teachers.
PUB DATE- Mar 92
NOTE- 28p.; A portion of this report was presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (17th, Seattle, WA, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Course Content; Education Courses; Elementary Education; *Elementary School Teachers; Higher Education; *Inservice Teacher Education; *Instructional Improvement; *Mathematics Instruction; *Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- Matanuska Susitna Borough School District AK; *Mat Su Math Coop Project; University of Alaska Anchorage

all students; (2) use of an inclusive belief system as a guiding focus for school and community; (3) intervention strategies for at-risk students involving community agencies, businesses, and constituents in cooperative ventures; (4) a globalized curriculum which acknowledges the value of differences and teaches students to live in a heterogeneous, interdependent world; and (4) a holistic approach to instruction where whole children are educated in whole classrooms and are never labeled. Responding to cultural differences means restructuring public schools and supporting new practices to address the reality of plurality in the schools. (Contains 12 references.) (LL)

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ED 351 300 SP 034 113

Stier, William F., Jr.
Education, Women and the Olympics.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletes; Consciousness Raising; *Educational Objectives; Elementary Secondary Education; *Females; *Olympic Games; *Sex Bias; Sex Fairness

Studying the Olympics can be useful in educating elementary and secondary students to the roles women have played as athletic competitors, sports administrators, and in sports governance. Study of the Olympics can provide educational experiences which: (1) provide a picture of challenges at all levels of sport under which women have been forced to operate in the past; (2) indicate opportunities to eliminate biases against women; and (3) help in eliminating stereotypes. Contents of an educational program might include: exposure to the growth in the number of female athletic participants from 1896 (the birth of modern Olympics); examination of the roles which various national sports governing bodies have played in the advancement of women; study of the Olympic Charter in light of the absence of any sex discrimination clause; introduction to growth in the number of women in areas of governance; study of the differences in the treatment of women in different countries; and an awareness of what is currently being done to open doors of opportunity for women at the Olympic level. Several programs adaptable to elementary and secondary students, published under sponsorship of the U.S. Olympic Committee, are noted. (LL)

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ED 351 301 SP 034 116

Folsom-Meek, Sherry L.; Gillam, Ronald B.
Effects of a Motor Development Training Program on Child Care Providers with Children in Integrated Settings.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Child Development; *Competence; Early Childhood Education; Health Promotion; *Inservice

participants, an agenda, a list of documents, and a reference paper giving an account of ongoing research. (LL)

ED 351 319 SP 034 153

Aronin, Gene
Preparing Teachers for a Shrinking World.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Course Content; *Educational Technology; *Education Courses; Elementary Secondary Education; Higher Education; Information Networks; Information Retrieval; Inservice Teacher Education; Preservice Teacher Education; Student Teaching; *Teacher Education Programs; *Telecommunications
IDENTIFIERS- Northeastern Illinois University

This paper describes an innovative training program offered at Northeastern Illinois University in Chicago. Participants in the program include the university computer education students; the administration, teachers, and students of the participating elementary and secondary schools; and the Curriculum and Instruction and Media Services departments at the university. The university students, many of whom are already teachers, receive and complete course assignments and communicate with each other by means of telecommunications. The program develops an understanding of the effectiveness of telecommunications as a curriculum tool. The training includes the following components: (1) basic telecommunications training to send and receive messages among each other and the instructors; (2) use of telecommunications to receive and complete assignments; (3) development and design of electronic mail; (4) instructional use of telecommunications in grades K-12; and (5) training in data retrieval. Other types of information received include database activities, establishment of a sub-network for specific educational purposes, and use of tutorials. Participation in the program enables university students to model processes which could be shared with their K-12 students, and it sensitizes them to opportunities for implementing telecommunications in their own curricula. (LL)

ED 351 320 SP 034 157

Zak, Janet L.; Sullivan, Patricia
Alternative Career Paths in Physical Education: Fitness and Exercise. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Planning; Credentials; *Employment Opportunities; Exercise; Higher Education; Leisure Education; *Physical Education; Physical Fitness; Professional Associations; *Professional Education; *Teacher Certification
IDENTIFIERS- *Alternative Careers; ERIC Digests

During the past 20 years, alternative professional preparation and certification programs have expanded within the field of

Jaquith, Paul, Ed.
Content-Based Language Teaching.
PUB DATE- 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiotape Recordings; Class Activities; Classroom Environment; College Students; Curriculum Design; *Educational Needs; Elementary Secondary Education; *English (Second Language); Foreign Countries; Foreign Students; Higher Education; Homework; Instructional Materials; *Language of Instruction; *Language Role; *Language Teachers; Language Tests; Risk; Second Language Instruction; *Second Languages; Teacher Behavior; Teacher Education; Textbooks; Videotape Recordings; Visual Aids; Vocabulary Development
IDENTIFIERS- *Content Area Teaching; Japanese People; Risk Taking; Sheltered English

"Cross Currents" is subtitled "an International Journal of Language Teaching and Cross-Cultural Communication." This special theme issue is devoted to the topic of "content-based language teaching" and contains nine the ELT Needs of Japanese University Students"; "Exploring Community in a Content-Based Foreign Language Classroom"; "Risk-Taking for the Timid Teacher;" "The Big Picture Process Activity"; "No Excuse for Boring Classes"; "Cassette Tapes, Vocabulary and Homework"; "Content-Based English Language Teaching: A Focus on Teacher Training"; "Content-Based Language Testing"; "Language and Content Learning K through 12"; "Sheltered Subject Matter Teaching"; "The Language of Subject-Matter Textbooks: Barriers to Learning"; "Developing Video Materials for Content Courses"; "The Content-Based Curriculum at ITM/MUCIA"; "4 Years Later--Are We Content with Content?"; and "Curriculum Design for Japanese Students in a Foreign Cultural Environment." (MSE)

ED 350 880 FL 020 841

Guntermann, Gail
Developing Tomorrow's Teachers of World Languages. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Environment; Futures (of Society); *Language Teachers; *Second Language Instruction; *Teacher Education; Teacher Qualifications
IDENTIFIERS- ERIC Digests

In order for educational reform to be effective and lasting, teacher education must undergo a transformation, from preservice training to lifelong professional development. Tomorrow's teaching environment will bring new challenges and possibilities, as schools undergo curricular, structural, and cultural changes in order to meet the needs of an increasingly multicultural, multilevel student body in a constantly changing world. Foreign languages should no longer be seen as alien, but as a key force in the new order, and a deeper understanding of world cultures and the dynamics of intercultural communication must take their place in the language teacher's education. Demands for reformation of education come from many quarters. Some changes will occur automatically, as a result of shifting

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College Instruction; Department Heads; Evaluation Methods; Higher Education; Learning Resources Centers; *Peer Evaluation; Program Evaluation; School Surveys; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Response
IDENTIFIERS- *University of Tennessee Knoxville

This report reviews the development of the peer review process at The University of Tennessee at Knoxville (UTK) and presents perceptions of the process after 1 year of implementation. The perceptions presented are from a survey of department heads and some faculty who had completed the peer review process. Responses included comments about the development of departmental guidelines, the funding of teaching research strategies, and ways of helping the instructor who is deemed to be inadequate. The report presents suggestions for improving the process as provided by these participants. Six conclusions from the survey are highlighted and briefly discussed: (1) the peer review process developed at UTK Knoxville reflects the current literature on the subject of faculty evaluation; (2) even though the mandated guidelines are minimal, they are not always properly adhered to; (3) the use of the results is unclear to most faculty and a source of great disquiet to some; (4) the rewards given for good teaching are generally viewed as grossly inadequate; (5) there is widespread support for the improvement of instruction on campus; and (6) there is a clear need for the administration to provide leadership in the support of the improvement of instruction. Contains 14 references. (GLR)

ED 350 900 HE 025 876

Loeb, Jane W.
Academic Standards in Higher Education. Selective Admission Series.
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Access to Education; Admission Criteria; College Bound Students; *College Outcomes Assessment; College Preparation; Curriculum; Educational Assessment; *Educational Quality; Educational Testing; Excellence in Education; *Grading; Higher Education; Minority Groups; Student Evaluation; Undergraduate Study

This report explores some of the complexities involved in setting, maintaining, and judging standards in higher education, and examines the interactive effects that the standards of schools and colleges have on each other, with special emphasis on the implications of selective college admission practices. Focus is on whether current standards are really as low as feared and whether local and state attempts to raise them have met with success. The report is organized into four focal points at which the standards within any particular segment of the educational system can be set and evaluated. First, the level of preparation of students when they enter a program determines what kind of curriculum can be offered. Second, what students learn will be determined by what content is offered to them and also by how it is offered. Third, standards are both set and reflected by procedures for judging

Arts and Science majors. The returned surveys were analyzed using the Pearson Correlation Coefficients and Chi-square Tests of Independence. Using grade point average as the measure of academic achievement, the findings indicated that outside employment was a detriment to Arts and Sciences students but not to business students. The business student's grade point average was not affected by work, whereas the Arts and Sciences student's average was adversely affected by employment. In addition, a higher scholastic aptitude among the Arts and Sciences students did not mitigate the effect. Included are 5 tables and 26 references. (JB)

ED 350 920 HE 025 898

Kirk, James J.
Maxims for Mentoring.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; College Faculty; Faculty College Relationship; Higher Education; *Mentors; Program Descriptions; *Program Design; Program Development; Program Evaluation
IDENTIFIERS- *Western Carolina University NC

This paper describes five maxims for an effective faculty mentoring program developed at Western Carolina University (North Carolina) designed to increase retention of new faculty. The first maxim, "ask what the program will do for the school," emphasizes that a program should not be undertaken until this question has been specifically and thoroughly answered. This section notes that at Western Carolina University (WCU) the mentoring program was set up to help new faculty and their families. typically from urban areas, adjust to a rural southern lifestyle. A description of the second maxim, "formality follows functionality," details how the WCU planners designed the function of their program and then let the content of the elements influence their decision about administrative policies and procedures. The third maxim, "choices increase chances for compatibility," discusses the central importance of the matching procedures that bring suitable mentors and mentees together. The fourth maxim, "helpers need helping too," shows the importance of support for mentors in manuals and support groups. The final maxim, "hindsight improves foresight," discusses the value of evaluation after the program's first year of operation. Three figures are included. (JB)

ED 350 921 HE 025 899

Goldstein, Jeffrey; High, Robert V.
Identifying Cognitive and Affective Variables as They Relate to the Successful Completion of Business Statistics.
PUB DATE- May 92
NOTE- 15p.; Paper presented at the Adelphi University Colloquium (Garden City, NY, May 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affective Measures;

new ideas and programs, and professional development activities); salary and salary satisfaction; and feelings about the profession (special interests and likes and dislikes). Among findings was that the majority of their day was spent on student contact and administrative tasks. The majority of those responding indicated no advancement, poor salary, lack of faculty acceptance of Student Affairs as a profession, long hours, and campus politics as areas of dislike about their jobs. The single largest complaint mentioned was low salary: 60 percent of the respondents were very unsatisfied, unsatisfied or at best uncertain about their salary satisfaction level. The largest discrepancy in salary was that between men and women; men earned on average $4,000 more per year than women. The report notes that the study was successful in identifying, categorizing, and explaining specific groups and variables within the profession, and that it provides possible direction for future research or at the very least some explanations in regard to the prediction of job satisfaction. Contains 11 references. (GLR)

ED 350 940 HE 025 918

Grant, George Farid
Stress Factors among College Educators.
PUB DATE- Dec 91
NOTE- 104p.; Master's Thesis, Brock University, St. Catharines, Ontario.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Air Pollution; *College Faculty; *College Students; Community Colleges; *Coping; Data Analysis; Evaluation Methods; Foreign Countries; Higher Education; Leadership Styles; Locus of Control; Questionnaires; Research Methodology; *Stress Management; *Stress Variables; Teacher Burnout; Teacher Response; Teacher Workshops
IDENTIFIERS- *Canada

Stress factors affecting community college educators in Ontario were determined using a questionnaire survey. The effect of demographic variables (campus location, program types and specialization, gender, age, and years taught at the college) on perceived stress levels were evaluated. Participants rated their present stress levels on a Likert-type scale. Respondents (N=66) rated their current stress level as moderate or quite stressful. Areas causing the most stress were: student literacy/numeracy skills; physical environment such as indoor air quality; student lack of motivation; available supplies and resources; and students with weak mathematics/languages skills. By excluding the Suburban Campus results, indoor air quality (73.7 percent) was the major stressor. In a stress management workshop, several key coping strategies were established such as improving problem solving and communication skills; encouraging teachers to take personal time for hobbies; offering regular workshops on stress management, relaxation, visual imagery, biofeedback, and cognitive restructuring; and encouraging a regular program of fitness and wellness. The key recommendation in this study was to enhance both corporate and personal wellness. Appendices include the survey instrument used to identify stressors among college faculty and figures highlighting study results. Contains 95 references. (Author/GLR)

ED 350 941 HE 025 919

Roush, Robert E.; And Others

This book provides college and university personnel administrators with information and resources for the development and expansion of wellness programs at institutions of higher education. The five contributed chapters address some of the issues involved in the development of wellness programs. In Chapter 1, "Wellness in Higher Education" by R. Neil Schmottlac, a rationale is presented for the need for wellness programs in higher education. Next, in the chapter called "Integrating Wellness into the University: Key to Wellness Program Success," the same writer focuses on the integration of the wellness program into the organizational structure of the university and provides guiding questions to assist in the assessment stage. Chapter 3, "A Human Resources Perspective on Wellness and Employee Assistance Programs," by Robert S. Foldesi, focuses on the placement of wellness and employment assistance programs as integral parts of the Human Resource Management Division. Chapter 4 and 5, presented in a different format from the first three chapters, are sources for ideas and inspiration for the development and expansion of wellness programs. Chapter 4, "Wellness Ideas that Work," by Merry Anne Schmied, briefly highlights successful ideas for wellness programs and chapter 5, "Wellness Resources," by Linda Sorrels, contains addresses, telephone numbers, and descriptions of federal government resources, worksite wellness resources, resources from voluntary agencies and advocacy groups, books and conference proceedings, organizations and institutions, periodicals, employee assistance programs, conferences, and hotlines. The first three chapters also include references. (JB)

ED 350 960          HE 025 938

Undergraduate Education: Access and Preparation.
PUB DATE- 3 Mar 92
NOTE- 47p.; For related reports, see HE 025 939 and ED 343 638.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Access to Education; Admission Criteria; *Board of Education Policy; College Freshmen; College Students; Community Colleges; Enrollment; *Higher Education; Minority Groups; Program Implementation; Sex Differences; State Colleges; State Legislation; State Programs; *State Standards
IDENTIFIERS- *Illinois

This report analyzes the progress made in implementing the Illinois Board of Higher Education's policies on undergraduate education, with particular attention to the status of policy implementation concerning student achievement, scholarship, and general education. The report examines recent trends in the number of Illinois high school graduating seniors and first-time freshman enrollment in Illinois institutions of higher education and provides various data on high school student preparation for college and freshman performance in college in a period when new high school course-specific admission requirements have been widely publicized but not yet fully implemented statewide. The following are among the findings of the review: (1) from 1986 to 1990 the number of Illinois graduating seniors declined by just under 7 percent, while the number of first-time freshmen entering Illinois institutions of higher education increased by 3.6 percent; (2) the greatest increase in enrollment of first-time freshmen occurred in public community colleges; (3) the gap in achievement between minority and majority students narrowed; (4) completion rates for the recommended high school college-preparatory curriculum

Education; *Feedback; Foreign Countries; Hypermedia; Industrial Training; Instructional Innovation; Intermode Differences; Nontraditional Education; Postsecondary Education
IDENTIFIERS- *HyperCard; Learning Environments; Printed Materials

Instructional feedback given to the learners during computer simulation sessions may be greatly improved by integrating educational computer simulation programs with hypermedia-based computer-assisted learning (CAL) materials. A prototype of a learning environment of this type called BRINE PURIFICATION was developed for use in corporate training in the chemical and food industry. The simulation part of BRINE PURIFICATION was constructed by means of the design system MacTHESIS, while the CAL part was constructed using HyperCard. BRINE PURIFICATION is designed for the training of process operators. In this paper, the process of specifying, constructing, and testing of BRINE PURIFICATION is described. A report on a comparison of the instructional effectiveness of this integrated environment with a learning environment in which a simulation program is combined with paper instructional materials concludes the report. Two tables present the responses of the subjects on an evaluation form and the distribution of time during the computer session. Three figures provide sample computer screen displays in the simulation program BRINE SimUlaTion and the hypermedium module BRINE tUTor and a flow chart of communication between the two programs. (Contains 21 references.) (ALF)

ED 350 978          IR 015 788

Yildiz, Rauf; Atkins, Madeleine J.
How To Evaluate Multimedia Simulations: Learning from the Past.
PUB DATE- Jun 92
NOTE- 7p.; Paper presented at the European Conference on Educational Research (Enschede, The Netherlands, June 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; *Computer Simulation; Evaluation Criteria; *Hypermedia; Instructional Effectiveness; Instructional Innovation; *Interactive Video; Literature Reviews; Media Research; *Multimedia Instruction; Research Design; Research Methodology; Simulation; *Television Research
IDENTIFIERS- Multimedia Materials

Although multimedia technologies offer a great potential, educators and decision makers need to see evidence regarding the instructional effectiveness of multimedia in order to integrate it into the educational processes. The main purposes of this paper are: (1) to identify and discuss the main criticisms of media research, including the research format, characteristics, results, and recommendations made between the 1950s and early 1970s and between the mid-1970s and the present, including the aptitude-treatment interaction approach; (2) to discuss the state of current interactive video simulation research in the light of criticisms being made; and (3) to identify the most important points that need to be considered by media researchers in order to avoid making similar mistakes in the future, particularly in the areas of cognitive and attitudinal effectiveness and the theoretical basis of the design of interactive video simulations. It is suggested that educators should abandon the task of trying to

(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Electronic Mail; Electronic Publishing; Foreign Countries; Grade 7; *International Communication; Junior High Schools; *Middle Schools; Program Proposals; *Reading Instruction; Student Motivation; *Telecommunications; Teleconferencing
IDENTIFIERS- England; Florida

This paper describes 2 years of international telecommunications experiences between seventh grade reading classes in Florida and England. The report is presented in five sections: (1) Telecommunications and Reading Instruction--telecommunications and how it can motive students, develop their confidence, and empower them, and how telecommunications helps to integrate reading into other areas of the curriculum using such tools as bulletin boards, electronic pen pals, comparative literature, creative writing, joint literary publications, and teleconferencing; (2) Getting Started--how a network was selected for the project, funding for the project and online expenses, and changes in operations over the 2 year period; (3) The Florida-England-Connection--getting the project started, conducting online operations, problems with timing, other possibilities using online activities, evaluation of the project based on the first year's goals, other miniprojects, and the second year; (4) What We Have Learned So Far--the impact of the project on students and parents; and (5) Recommendations for Implementing Telecommunications--insights gained from the experiences of the project. A description of how the use of telecommunications changed both the delivery of instruction and the role of the teacher in teaching reading conclude the report. The names and addresses of the producer of one software package and 11 telecommunications services are included. (Contains 9 references.) (ALF)

ED 350 997 IR 015 812

Perra, Leonel L.
The Status of Computing in Public Schools in the West Kootenay Region of British Columbia.
PUB DATE- Jul 92
NOTE- 87p.; Ph.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Elementary Secondary Education; Foreign Countries; Interviews; *Microcomputers; Online Catalogs; Optical Data Disks; *Public Schools; Questionnaires; School Libraries; School Surveys; *Use Studies
IDENTIFIERS- *British Columbia (West Kootenay Region)

The purpose of this study was to determine the status of the use of computers in the schools within the West Kootenay region of southeastern British Columbia (Canada). Thirty teachers, librarians, principals, and senior district administrators were interviewed to determine the computing background of the interviewees and how they were using computers in education. Results indicated that computers are being used quite extensively in the schools; the ratio of computers to students in the school ranged from 1:6 to 1:10; the equipment in use varied; the most common software applications were word processing, spreadsheets, and database and communications applications; computers were in use in all grade levels from kindergarten to grade 12; and CD-ROMs and electronic catalog systems were common in primary, elementary, and secondary

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annual Reports; *Grants; Higher Education; Humanities; *Information Needs; Information Seeking; *Library Education; *Library Research; *Machine Readable Cataloging; *Research Libraries; Scientific and Technical Information; Theory Practice Relationship
IDENTIFIERS- *Council on Library Resources; Sponsored Research

This review of Council on Library Resources (CLR) activities for 1989/90 begins by providing status reports on the four projects that have dominated staff efforts during the year. The report on the first project, on professional education, centers on the activities of the Advisory Committee on Library Education, which is concerned with ways to recruit excellent students to librarianship, establish effective interfaces between professional education and practice, articulate the content and scope of the core of professional education, and expand the influence of faculty research. The description of the second project, which focuses on bibliographic systems, highlights a report issued by the Bibliographic Services Study Committee called "The National Coordinated Cataloging Program," produced as part of the committee's effort to stimulate consideration of policy and procedural changes designed to optimize cataloging production relative to costs. The description of the third project, an explanation of the relationship between information resources and scientific productivity, highlights the report, "Communication in Support of Science and Engineering." Finally, the account given of the fourth project, a consideration of the future of academic research libraries, provides an overview of project activities, including the more than 30 grants that have been made to explore a wide range of topics and issues ranging from the structure of electronic text to the information needs of philosophers and the information-seeking behavior of a specific set of scientists. A statement from the Research Library Committee concludes the narrative report. Brief descriptions of 34 grants and contracts made in 1989/1990 for projects in research, access services, cataloging and bibliographic services, library collections, and preservation and librarianship are also provided, as well as lists of program committees and project participants; publications and reports resulting from CLR programs; program guidelines and grant application procedures; administrative notes; and financial information on projects active in fiscal 1990. (KRN)

ED 351 016          IR 054 210

Denholm, Lawrence
Curriculum and Resources: Computer Provision in a CTC.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- Jul 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Software Selection; Computer System Design; *Curriculum Development; Educational Needs; Foreign Countries; *Instructional Design; *Interdisciplinary Approach;

disabilities used in the study; the letter and questionnaire sent to UW-S students with learning disabilities; and letters and questionnaires sent to service providers. (KRN)

ED 351 032 IR 054 230

Cornish, Graham P.
The Role of National Libraries in the New Information Environment.
PUB DATE- Mar 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Archives; Bibliographic Records; *Change Strategies; *Computer Networks; Electronic Publishing; Foreign Countries; *Information Technology; Interlibrary Loans; *International Programs; Library Automation; Library Collection Development; Library Development; *Library Role; Library Surveys; *National Libraries; Online Catalogs; Organizational Change; Preservation; Questionnaires; Reference Services; Union Catalogs

This document examines the impact of new information technologies on the various roles of national libraries. Seventy-two national libraries responded to a questionnaire designed to assist in determining how such institutions worldwide are responding to recent technological innovations. The first of six chapters identifies three basic characteristics most national libraries have in common: they are funded mostly by public funds; they are open to the public; and they act as the major archive of printed material produced within the country or region concerned. The second chapter, which is based on the survey and a literature review, deals with acquisitions, record-creation, and policy. It summarizes national library activities in 15 functional areas, ranging from collection management to services for the handicapped. Included is information about nonprint collections and catalog automation. The third chapter provides information about networking and cooperation. It covers links with other library catalogs, union catalogs, links with networks, planned links, networking and acquisition, and networking and interlending. The fourth chapter covers changes in publishing patterns and their impact, including audio and video production, CD-ROM, electronic publishing (defined as the production and dissemination of text through online systems), desktop publishing, and broadcasting. The basic characteristics and functions of a national library are reexamined in the light of technological developments and assessments are made of where changes will inevitably occur, where they already have occurred, and where they may occur depending on the management, goals, and dynamism of the national library. Recommendations for ways in which national libraries might react to these changes conclude this report. A list of acronyms and abbreviations is provided. (KRN)

ED 351 033 IR 054 231

Doyle, Christina S.
Outcome Measures for Information Literacy within the National Education Goals of 1990. Final Report to National Forum on Information Literacy. Summary of Findings.
PUB DATE- 24 Jun 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Evening/Weekend Program designed for working adult nursing students in fall, 1989. While the 3-year, part-time program was open to any qualified BMCC student, a special recruitment and academic support plan was developed with the unions. The following support mechanisms, combining existing college-wide resources with new initiatives developed specifically for the program, were provided: (1) a mandatory basic skills assessment and placement program; (2) a free Pre-Freshman Immersion Program, offering remediation to those students who require it (70% of BMCC's student body) prior to regular enrollment; (3) special group orientations, assessment testing sessions, admissions appointments, and registration dates for union members; (4) a full-time college counselor available evenings and Saturdays for Nursing students; (5) union counselors available evenings and Saturdays for union members; (6) non-credit preparatory courses for chemistry, anatomy, and physiology, supplemented by an innovative science tutoring program; (7) peer tutoring in the Nursing Tutorial Lab; (8) basic skills classes for students offered on-site at union headquarters; and (8) monthly meetings between BMCC and union administrative staff to review the progress of the program. Using the union-based model, BMCC also developed a hospital-based program in cooperation with Harlem Hospital, targeting local residents, as well as hospital employees. (MAB)

ED 351 050 JC 920 524

Johnson-Sligar, Theresa; Sligar, Steven R.
Collaborating with Rehabilitation Centers for At Risk Students.
PUB DATE- 92
NOTE- 15p.; Revised version of a paper presented at the Biannual Conference of the American Deafness and Rehabilitation Association (Chicago, IL, May 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blindness; Community Colleges; Cooperative Programs; Coping; Counseling; Daily Living Skills; *Deafness; *Developmental Studies Programs; High Risk Students; *Institutional Cooperation; *Rehabilitation Centers; Remedial Programs; *Shared Resources and Services; *Special Needs Students; Two Year Colleges
IDENTIFIERS- DeKalb Community College GA

Since 1983, DeKalb College (DC), in Clarkston, Georgia, has had a special program of services for deaf students, including interpreting, notetaking, tutoring, career advisement, and remediation. In 1988, the Georgia Sensory Rehabilitation Center (GSRC) opened in College Park, providing such services as evaluation, counseling, independent living, and job-seeking skills, and adult and computer literacy training to Georgians who are deaf and/or blind. Shortly after GSRC opened, a memorandum of understanding was established between DC and GSRC to promote the sharing of resources and expertise. The five areas of service identified in the memorandum were academic placement, remediation/preparation, coping skills/strategies, community services, and counseling. To assist underprepared students, special developmental and pre-developmental courses were created. The six areas addressed by the agreement were the referral process; information sharing; decision making; service provision; exit and follow-up procedures; and documentation issues. Specific provisions, such as assuring client involvement at all levels of decision making, and primary

Students; *Special Programs; *State Programs; Student Financial Aid; *Student Personnel Services; Two Year Colleges; Two Year College Students

IDENTIFIERS- *California Community Colleges

Student services and special programs within the California Community Colleges (CCC) are designed to enhance student equity, access, retention, persistence toward goal completion, and successful educational outcomes. The special programs and services within the CCC which serve targeted and diverse student populations are Extended Opportunity Programs and Services (EOPS); Disabled Students Programs and Services (DSP&S); Cooperative Agencies Resources for Education (CARE); Board Financial Assistance Program (BFAP); Greater Avenues for Independence (GAIN); Foster Care Education; Child Development; and Matriculation. Evaluation of the progress and effectiveness of these services and programs during 1990-91, based on information from a variety of sources, including research studies, student surveys, and anecdotal evidence, has revealed the following: (1) these services and programs are having a positive impact on access, retention, persistence, and outcomes of students with special needs; (2) many colleges within the CCC have matched state funding for student services and programs in excess of that required by law; (3) at many colleges, involvement of instructional and student services staff in these programs is increasing; (4) there is increased coordination among support services at colleges, and stronger integration of special needs students into the college mainstream; and (5) the lack of adequate funding threatens the continued ability of these programs and services to fulfill their purposes. An appendix provides fact sheets for the EOPS, DSP&S, CARE, BFAP, GAIN, Foster Care Education, Child Development, and Matriculation, which offer specific information on each program's history, fiscal appropriations for 1990-91, cost per student, eligibility criteria, services offered, and program outcomes. (PAA)

ED 351 066          JC 920 544

Newmyer, Joe; McIntyre, Chuck

Funding Gap Study.

PUB DATE- Mar 92

NOTE- 69p.; Discussed as agenda item 15 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, March 12-13, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; Capital Outlay (for Fixed Assets); Community Colleges; Comparative Analysis; *Cost Effectiveness; Educational Change; *Educational Finance; Educational Legislation; *Financial Exigency; *Financial Problems; *Institutional Mission; Instructional Innovation; Paying for College; Productivity; Program Effectiveness; Statewide Planning; Two Year Colleges

IDENTIFIERS- *California Community Colleges; *Funding Gap

The "funding gap" in public higher education in California represents the difference between state appropriations and the amount needed to fully support each segment's educational mission. This report identifies and defines the funding gap for the California Community Colleges (CCC); measures the consequences of this gap on program quality and access; reports on how the colleges are to maintain their mission in light of current funding; and recommends future state policies for curricular offerings; and the relationship between remedial course enrollments and transfer. From the random sample of institutions contacted in the NLACP, there were 164 participants, representing a 68% response rate. Highlights from the CSCC studies include the following: (1) in the 1991 study, 59,205 liberal arts sections were coded, of which 23.7% were in the humanities and 22.5% were in English, with remedial courses occupying 10% of the total liberal arts curriculum; (2) comparisons of NLACP findings with previous CSCC curriculum studies revealed that liberal arts offerings and enrollments have remained remarkably consistent from 1975 to 1991; (3) in non-liberal arts curricula, agriculture and engineering showed substantial declines between 1978 and 1991; (4) English as a Second Language offerings have increased from 30% of total foreign language offerings in 1983, to 51% in 1991; and (5) Social and Ethnic Studies offerings have shown a marked decline, from 3.1% of total humanities offerings in 1977, to .7% in 1991. Longitudinal data tables of course offerings by subject area are included. (PAA)

ED 351 082 JC 920 567

Annual Report to the Governor, 1991-1992. State Board of Directors for Community Colleges of Arizona.
PUB DATE- 92
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; *School Districts; School Personnel; State Boards of Education; State Surveys; Student Characteristics; Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

Designed to answer those questions about the Arizona community colleges most frequently asked by legislators, state and external agencies, citizens, and college staff and students, this factbook offers organizational, financial, and enrollment data for the state system as a whole and individual colleges. Section I presents the State Board's statement of philosophy and provides statistics on expenditures of and certificates issued for the Board and central staff. Section II provides data on community college districts, including a map of the districts; a directory of colleges, campuses and skill centers; and information on certified and non-teaching personnel, and on full- and part-time faculty. Section III presents information on income and expenditures for a variety of sources, including general fund current operating expenditures, state aid income, cost and income factors, plant investment and debt retirement, and a general revenue and expenditure chart. In section IV, enrollment data are presented, including full time student equivalent history, vocational enrollment and state aid, headcount enrollment history and characteristics, and other data. Finally, section V describes federal vocational education funding, funded vocational education projects, and skill centers. This section includes a curriculum inventory matrix. (MAB)

ED 351 083 JC 920 568

Fujita, Eleanor; Oromaner, Mark
The Study of Attrition at Hudson County Community College. Status

transition into kindergarten and continued school success. Head Start was originally conceived to prepare preschoolers from disadvantaged backgrounds to succeed in elementary school. Now that the program has earned renewed public and political credibility, preschool policymakers and practitioners should review and critique representative Head Start practices and policies. Contemporary theories and practices worth examining include: (1) a model to be used in situations in which grandparents play a significant role in children's upbringing; (2) the use of user-friendly computers in preschool programs; (3) appropriate measures of children's achievement in preschool; and (4) risk factors prevalent in impoverished settings, such as violence, drug abuse, and teen parenthood. To sharpen its focus on ensuring children's smooth and successful transition into school, Head Start should upgrade the quality of its preschool program, making the curriculum more difficult and challenging. The program should acknowledge and facilitate children's readiness to read and write, mathematical and computer skills, artistic creativity, and ability to cope with dysfunctional family dynamics. These abilities are extensions of basic symbolic communication skills that preschool children have already begun to master. Head Start's goal of social competence should be grounded in solid personal excellence. Contains 40 references. (HTH)

ED 351 100          PS 020 695

Goffin, Stacie G.
The Metropolitan Council on Child Care: Conceptualizing a Framework for Early Childhood Professional Preparation and Development.
PUB DATE- 4 Jun 92
NOTE- 14p.; Paper presented at the Annual Conference of NAEYC's National Institute for Early Childhood Professional Development (1st, Los Angeles, CA, June 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Child Advocacy; *Day Care; *Early Childhood Education; *Educational Cooperation; Educational Planning; *Educational Quality; Elementary Education; *Professional Development; Referral; *Teacher Education
IDENTIFIERS- *Kansas City Metropolitan Council on Child Care KS

This paper describes the mission, history, current activities, and accomplishments of the Kansas City Metropolitan Council on Child Care. Created in 1989, the council represents a collaborative effort among representatives from local, state, and federal governments; business, labor, and community interests; and early childhood workers from public schools, Head Start, and public, private, and family-based programs. The council serves as a catalyst for: (1) constructing a system of high quality early childhood care and education for children from birth through age 12 in an 8-county area in Kansas and Missouri; (2) coordinating a system of professional preparation and development; (3) conceptualizing a metropolitan-wide system of resource and referral; and (4) creating a centralized vehicle for public information and policy analysis. The council has assessed the characteristics of those providing care and education to children in the area and completed a survey of professional development opportunities in the metropolitan community. In addition, the council has delineated

Student Relationship; Parent Workshops; *Preschool Children; Preschool Education; Questionnaires
IDENTIFIERS- *Developmentally Appropriate Programs

This practicum report describes a 13-week intervention that facilitated the participation of parents of 16 preschoolers in the instruction of their children. Objectives of the intervention were that: (1) parents and children would participate in take-home projects and workshops; (2) parents and children would increase the amount of time they spent together every week performing developmentally appropriate problem-solving activities; and (3) parents would increase the amount of time they spent in volunteer classroom activities. Every week, each child was to take home a "parent suitcase" that contained developmentally appropriate materials relating to a particular type of activity. Children were to work on the materials with their parents and return the "suitcase" the following week. The intervention also involved discussion groups and workshops on developmentally appropriate practices for parents. Results indicated that all parents and children participated in the use of the "parent suitcase." Nearly 70 percent of parents increased the amount of time they spent with their children in developmentally appropriate activities as measured by pre- and postintervention questionnaires. Parents exhibited an increase of 165 percent in classroom volunteer time. Appendices include a copy of the parent questionnaire, copies of communications to parents, checklists relating to the "suitcases," and descriptions of activities contained in the "suitcases." Some materials from the "suitcases" are also attached. (BC)

ED 351 120          PS 020 819

Early Childhood Education Issues in Texas: Implications for Civil Rights. A Summary Report.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Apr 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Children; *Civil Rights; *Early Childhood Education; Educational Opportunities; *Equal Education; Grade Repetition; High Risk Students; *Minority Group Children; Poverty; Public Education; Public Schools
IDENTIFIERS- Commission on Civil Rights; *Texas

The Texas Advisory Committee to the U. S. Commission on Civil Rights conducted a public forum and gathered information on the extent to which early childhood education programs have affected equal educational opportunities for minority students in Texas. The hearings were held in response to the failure of public education systems to meet the needs of minority youth and to research the documents discrepancies between minority students and other students in educational outcomes. Summaries of statements of 13 school superintendents and administrators, representatives of the state board of education, educational research experts, directors of parenting and early childhood programs, and other concerned individuals reveal the bleak picture of the status of minorities in Texas public schools. It is noted that dropout rates and achievement levels continue to indicate disparities in educational opportunities. The speakers agree that helping children and their families is a significant imperative in the process of overcoming discrimination and assuring equal educational opportunities. Recommendations adolescents and their mothers and fathers responded to separate questionnaires containing the same scales for measuring parenting characteristics of demandingness, responsiveness, and commitment. Low to moderate relations between adolescents' and their parents' reports of the three parenting characteristics were found. Both mothers and fathers reported significantly higher levels of all three characteristics for themselves than their adolescents' reported for them. Boys' reports of both their mothers' and fathers' parenting characteristics significantly predicted the boys' achievement in school as measured by self-reported grades. Parents' own reports of their parenting characteristics did not predict achievement outcome in their sons. Girls' reports of their parents' parenting characteristics did not predict the girls' scholastic achievement. fathers' (but not mothers') reports of their parenting characteristics significantly predicted achievement outcome in their daughters. (MDM)

ED 351 140 PS 020 912

Blazi, Sherry P., Ed.; Grimes, Linda J., Ed.
For Kids' Sake: A Child Abuse Prevention and Reporting Kit. Revised Edition.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; Guidelines; *Prevention; *Sexual Abuse; State Legislation
IDENTIFIERS- *Child Abuse and Neglect Reporting; Child Abuse Hotlines; *Oklahoma; Reporting Laws

This guidebook was designed to help concerned citizens identify and prevent child abuse. The guidebook provides information about the extent of child abuse in the United States generally and within Oklahoma specifically, and stresses that under Oklahoma state law every adult has the responsibility to report suspected abuse. Programs and services for dealing with child abuse, and information about how to prevent child abuse from occurring, are discussed. The guidebook examines the four major types of child abuse, namely, psychological maltreatment, neglect, physical abuse, and sexual abuse. For each of these types, the scope of the problem is outlined, and specific examples, myths and facts, and physical and behavioral indicators are listed. Telephone numbers are provided for reporting child abuse within Oklahoma and for requesting further information about abuse prevention. (MDM)

ED 351 141 PS 020 914

Van Lue, Elaine
Enhancing and Facilitating Individualized Learning Capabilities of Kindergarten Students through the Integration of Cost-Effective Instructional Practices.
PUB DATE- 92
NOTE- 237p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cost Effectiveness; Critical Thinking; Family School

NOTE- 27p.; In: Green, Donald E., Ed. and Tonnesen, Thomas V., Ed. American Indians: Social Justice and Public Policy, 1991; see RC 018 834.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian History; *American Indians; *Bureaucracy; *Federal Indian Relationship; Government (Administrative Body); Informal Organization; Public Agencies; *Public Policy; *Self Determination; Tribes
IDENTIFIERS- *Bureau of Indian Affairs; Organizational History; *Tribal Government

During the 1970s, self-determination was institutionalized as official U.S. Indian policy through federal legislation and administrative guidelines. The seeds of this policy date to the Indian New Deal in the 1920s when John Collier's Indian reform movement sought to lessen the autocratic power of the Bureau of Indian Affairs (BIA) by institution "indirect administration" through native political structures under the supervision of colonial administrators. The Indian Reorganization Act provided the basis for tribal government, but resulted in standardization of tribal governments and centralization of BIA power. After World War II, the federal government tried to force Indian assimilation by terminating aspects of the special federal-Indian relationship and relocating many reservation residents to urban areas. Heightened Indian consciousness, new intertribal organizational structures, and increased availability of legal representation to tribes during the termination period provided the basis for an Indian movement for self-determination during the 1960s and 1970s. Despite landmark legislation and explicit federal recognition of the intergovernmental nature of the federal-Indian relationship, self-determination policy remains limited by a lack of tribal control over programs and appropriations. Particularly problematic is the organizational structure of the BIA and other agencies responsible for implementing Indian policy. It seems likely that current and proposed public policy will fall short of achieving full self-determination for American Indians. (SV)

ED 351 160 RC 018 837

Sandefur, Gary D.
Economic Development and Employment Opportunities for American Indians.
PUB DATE- 91
NOTE- 16p.; In: Green, Donald E., Ed. and Tonnesen, Thomas V., Ed. American Indians: Social Justice and Public Policy, 1991; see RC 018 834.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Vocational Education; *American Indian Reservations; American Indians; *Economic Development; *Employment Programs; Federal Government; *Federal Indian Relationship; Federal Programs; Health Needs; Job Training; *Public Policy; *Unemployment
IDENTIFIERS- Tribal Government

American Indian unemployment remains high despite efforts by tribes and the federal government to improve employment opportunities. Persistently high unemployment among Indians has resulted in low family incomes and high poverty rates relative to Whites. Particularly serious on reservations, these cooperation and collaboration, ensuring cultural awareness and sensitivity among teachers and other school personnel, providing positive academic and vocational options for career development, and employing Hispanic role models at all staff levels. Other goals involve developing comprehensive, relevant guidance and counseling programs; encouraging involvement and active participation by Hispanic parents, families, and communities; eliminating bias and discrimination in schools and communities; increasing recruitment and graduation rates of Hispanic students in Idaho's colleges and universities; and increasing Hispanic faculty and administrators in higher education. (SV)

ED 351 178 RC 018 860

Huang, Zheng Sen
Report on Student Performance in the Northern Territory Primary Assessment Program for Aboriginal Schools: 1987.
PUB DATE- Apr 89
NOTE- 23p.; Report presented at the Meeting of the Rural Education Research Association (Alice Springs, Northern Territory, Australia, February 1992). For a related report, see RC 018 863.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Educational Testing; Foreign Countries; *Indigenous Populations; Intermediate Grades; *Mathematics Achievement; Program Evaluation; *Reading Achievement; Rural Education; *Rural Schools; Secondary Education; Student Evaluation; Test Results; *Test Score Decline
IDENTIFIERS- Aboriginal People; *Aboriginal Schools (Australia); *Australia (Northern Territory)

This report gives the results of the Primary Assessment Program (PAP) in Aboriginal schools (Australia) for the 1987 school year. The purpose of PAP is to provide instructional feedback on student achievement in reading and mathematics and to provide indicators of performance for public reporting. All Aboriginal schools which had students in grade 5 to post-primary were asked to administer five reading tests and eight mathematics tests. Results indicate the following: (1) participation rate was low as less than a quarter of the target population of 2,500 students took the tests during 1987; (2) many schools either excluded all, or a substantial number of their students from testing as The Teachers Federation banned the testing program; (3) performance in practically all areas tested was considered low; and (4) when the test results for 1987 were compared to 1986, there was a significant drop in performance in 6 of 17 objectives tested in mathematics and a significant drop in performance in 6 of 10 reading tests. These results suggest that remedial strategies need to be developed and implemented at both the school and system level. This report also suggests that research into the causes for poor student performance be initiated. This report contains numerous data tables. (LP)

ED 351 179 RC 018 861

Richards, Anne
The Northern Territory Primary Assessment Program: A Descriptive Study Incorporating Teacher Perceptions. Research and Evaluation Report Number 1/1989.

describe the structure and organization of instructional programs that address the goal of developing mathematical power for all students. An introduction discusses the nature of the proposed reform and the changes that teachers and students will need to make during the process. Chapter 1 focuses on the development of "mathematical power" and dimensions of mathematical power, underpinnings necessary for students to attain mathematical power, and expectations for students' work. Chapter 2 focuses on the development of "mathematical power" from the perspective of the classroom. Ten characteristics of an empowering mathematics program include: the diversity of students; choice of worthwhile tasks; the role of the teacher; the role of computation procedures in the program; manipulatives and technology; how students are grouped; assessing students' mathematical power; and the development of a positive disposition toward mathematics. Chapter 3 is concerned with the overall structure and content of the mathematics program, and discusses two different ways to look at mathematical content, units of instruction, and their relation to the content, and the selection of units that make up a year's work. Chapter 4 describes the mathematical content for kindergarten through grade 8. Chapter 5 describes the specific mathematical content and course structure for grades 9 through 12. Five appendices include instructional materials criteria for kindergarten through grade 8, sample experiences for kindergarten through grade 5, lists of traditional, alternative, and desired practices related to classroom instruction in mathematics, a 1986 letter from the Mathematics Association of America and the National Council of Teachers of Mathematics (NCTM) to teachers concerning the teaching of calculus in secondary school, and summaries of changes in content and emphasis taken from the NCTM "Standards." (Contains 32 references.) (MDH)

ED 351 196          SE 053 329

Academic Science and Engineering: R&D Expenditures, Fiscal Year 1990.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
PUB DATE- Jul 92
NOTE- 194p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Colleges; Budgeting; Economic Research; *Engineering; *Expenditures; Higher Education; *Research and Development; Resource Allocation; Science Education; *Science Programs; *Scientific Research; *Universities
IDENTIFIERS- *National Science Foundation

Data for this report on the National Science Foundation's research and development (R&D) expenditures were collected from a sample of 460 institutions of higher education in the United States and outlying areas. Institutions were selected from the universe of 595 schools that grant a graduate science or engineering degree or perform activities for which at least $50,000 has been funded from separately budgeted R&D expenditures. The sample population includes all doctorate-granting institutions, all historically black colleges and universities with R&D expenditures, and a random sample of all other institutions. In addition, the survey includes 18 federally funded research and development centers. The bulk of the report consists of detailed statistical tables, and the survey instruments are included. (PR)

Divided into three parts, this report examines the educational system in the Netherlands in a study conducted by the Organisation for Economic Cooperation and Development (OECD). Part 1, the Examiners' Report, describes and discusses the Dutch education system, raises issues, and identifies policy options in seven chapters: (1) introduction; (2) the Dutch context; (3) policy strategy and policy goals; (4) issues in primary and secondary education; (5) higher and adult education; (6) equity issues; and (7) critical perspectives and questions. An 18-item bibliography and comparative statistics also are included. Part 2 of the report provides a summary record of the review meeting that took place during the proceedings of the Education Committee of the OECD when the Dutch delegation replied to detailed questions from the Examiners and Committee members. Part 3 summarizes the authoritative background report prepared by the national Ministry of Education and Science in advance of the Examiners' visit to the Netherlands. (DB)

ED 351 215 SO 022 221

Deutsch, Morton
Educating Beyond Hate. Peace Education Miniprints No. 23.
PUB DATE- Oct 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conflict Resolution; *Controversial Issues (Course Content); *Cooperative Learning; Curriculum Development; Educational Change; *Educational Environment; Educational Objectives; Foreign Countries; Peace; Student Educational Objectives
IDENTIFIERS- *Peace Education

In recent years, it increasingly has been recognized that schools must change in basic ways if children are to be educated so that they are prepared to live in a peaceful world. This recognition has been expressed in a number of interrelated movements: "cooperative learning," "conflict resolution," and "education for peace." This paper discusses four key components in these overlapping movements: cooperative learning, conflict resolution training, the constructive use of controversy in teaching subject-matter, and the creation of dispute resolution centers in schools. The basic view is that students need to have continuing experiences of constructive conflict resolution as they learn different subjects as well as immersion in a school environment that provides daily experiences of cooperative relations. A list of 29 references is included. (Author)

ED 351 216 SO 022 222

Bjerstedt, Ake, Ed.
Membership Directory of the PEC Network: Mailing Addresses of the Peace Education Commission. Peace Education Miniprints No. 21.
PUB DATE- Oct 91
NOTE- 48p.; Updated periodically.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- International Cooperation; *International Educational Exchange; *International Organizations; *Peace; World Affairs
IDENTIFIERS- *Peace Education

employed. Five appendices provide: (1) a list of related activities; (2) connections to textbooks; (3) connections to California's Frameworks and Model Curriculum Standards; (4) a bibliography; and (5) a statement of educational philosophy. (DB)

ED 351 235          SO 022 408

Reese, Lyn
Two Voices from Nigeria: Nigeria through the Literature of Chinua Achebe and Buchi Emecheta.
PUB DATE- 85
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *African History; *African Literature; Cultural Education; Fiction; Foreign Countries; Foreign Culture; History Instruction; Learning Activities; Novels; Secondary Education; Units of Study
IDENTIFIERS- *Achebe (Chinua); *Emecheta (Buchi); *Nigeria

This unit, designed for use in both history and English classes, uses excerpts from novels as a way to view Nigerian culture and history through the eyes of its people. The literature used comes primarily from the work of two of Nigeria's important novelists: Chinua Achebe and Buchi Emecheta. Both offer views from the Igbo culture of southeast Nigeria, and their characters and themes transcend this region to encompass experiences common to many Africans. The unit includes activities and questions to allow students the opportunity to analyze African literature. Different historical periods are represented so that students may examine Nigerian culture at different times and may determine areas of change and areas of continuity. A glossary of terms, a 21-item bibliography, and a curriculum evaluation form also are included. (DB)

ED 351 236          SO 022 410

The Rabbit in the Moon: Folktales from China and Japan.
PUB DATE- 79
NOTE- 82p.; Slides available from producer.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cross Cultural Studies; Cultural Education; Elementary Education; Fairy Tales; *Folk Culture; Foreign Countries; Foreign Culture; Instructional Materials; Language Arts; *Literature; *Multicultural Education; *Social Studies; Teaching Guides; Units of Study
IDENTIFIERS- *China; Folktales; *Japan

This teaching unit consists of eight folktales from China and Japan, skill-development exercises, and follow-up activities. It is designed for the upper elementary grades (3-6), and is easily adaptable to a broad range of age levels and abilities. It can be used in several curriculum areas, including: (1) social studies on China, Japan or Asia; (2) multi-cultural studies; and (3) language arts and literature. An introduction to folklore and a bibliography are included for teacher reference. (DB)

Assessment; Educational Objectives; Foreign Countries; Grade 4; Grade 7; Grade 10; Intermediate Grades; National Surveys; School Effectiveness; Secondary Education; *Social Studies; Student Educational Objectives; Teacher Attitudes
IDENTIFIERS- *British Columbia

The purpose of the assessment described in this paper was to evaluate the extent to which students could demonstrate the knowledge, skills, and attitudes detailed in the British Columbia social studies curriculum. The paper focuses on those aspects of the assessment that concerned critical thinking skills. All students in grades 4, 7, and 10 took part in the assessment; this numbered about 110,000 students. The assessment involved attitude scales, demographic questions, and two types of achievement items--multiple choice questions and open-ended activities. In addition, a questionnaire was distributed to social studies teachers; among other questions, the teachers were asked about the importance of critical thinking the their classrooms. The findings of the assessment led to the conclusions that the critical thinking dimensions of the social studies curriculum have not been as effectively implemented as intended. Six recommendations are made in the following areas: classroom practice, critical thinking, curriculum content, curriculum guidelines, implementation and in-service, and teacher education and certification. A 9-item list of references, a sample of instruments used in the assessment, and sample student answers, are included. (DB)

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ED 351 260 SO 022 566

International Economic Diplomacy: A Guide to the Global Economy: The Issues, Institutions, and Influences.
PUB DATE- 91
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developed Nations; Developing Nations; Economic Change; *Economic Factors; *Economics Education; Educational Resources; Foreign Countries; *Global Approach; Higher Education; *International Relations; International Trade; Secondary Education; Social Studies; *Teaching Guides; World Affairs

This guide is designed to help teachers to prepare students for the rapidly arriving new world order through study of market economics and the global economy. The central section of the guide presents 10 case studies that describe a range of international economic concepts: (1) Debt and Oil; (2) Trade and Protection; (3) Foreign Exchange; (4) Foreign Direct Investment; (5) Migration and Immigration; (6) The International War on Drugs; (7) Four Asian Tigers; (8) The European Community; (9) The Soviet Union and Reform in Eastern Europe; and (10) International Aspects of Environmental Protection: Acid Rain, Greenhouse Effect. The guide also contains a survey of the world economy; a guide to international economic institutions; acronyms and a glossary; a note on measuring economic and population growth; world tables (economics and population); and a general bibliography. (DB)

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ED 351 261 SO 022 575

The Mat-Su Math Co-op Project was a joint effort by the mathematics department of the University of Alaska Anchorage, Matanuska-Susitna campus, and the Matanuska-Sustina Borough School District (Alaska) in the 1990-1991 and 1991-1992 school years. The project was designed to train 40 teachers from the district in improved mathematics instruction techniques, with the intent of returning those teachers to their schools to train and assist other teachers. Seminars and workshops were conducted during the fall and spring semesters, and a 4-day summer session was conducted during the summer. During the first year, K-12 teachers were targeted and, during the second year, K-8 teachers. The project's chief outcomes include providing teachers with strategies, skills, concepts, and content necessary to teach mathematics in a manner that integrates problem solving, manipulatives, computers, and classroom management. The ultimate goals of the project are to improve mathematics comprehension by students; reduce math anxiety on the part of teachers and students; and increase the number of students prepared for high school and college mathematics. Problems encountered during the project included heavy demands on teachers' time, difficulty of discussing math content with teachers from a broad spectrum of math backgrounds, and misunderstandings among some teachers about the intent of the project. Included in the paper are syllabi from courses taken by project participants, an overview of the implementation plan, and a bibliography which contains 17 references. (IAH)

ED 351 283 SP 033 997

Navarro, Janet Johnson
Will Teachers Say What We Want To Hear? Dilemmas of Teacher Voice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; *Educational Change; High Schools; Interviews; Junior High Schools; Middle Schools; Participative Decision Making; *Teacher Influence; *Teacher Participation; *Teacher Role
IDENTIFIERS- *Professional Development Schools; Teacher Empowerment; *Teacher Researcher Relationship

At the core of the professional development school movement is the assumption that teachers' voices must be welcomed in the wider educational community through participation in mutual collaborative inquiry with university faculty. However, little thought has been given to the nature of teachers' voices, the dilemmas that arise when those voices are heard in the context of educational reform, and whether, by bringing teachers' voices into the educational hierarchy, the education of children will improve. This paper argues that the welcoming of teachers' voices is more complex than simply providing occasions for teachers to speak and that, without thoughtful consideration of this issue, efforts aimed at advancing the rights of teachers to a voice in reform proceedings may be undermined. The concept of voice is expanded using three perspectives: voice as personal/private development, representative action, and collectively critical. These metaphors are used to analyze the realities and dilemmas of voice in the professional development school context. It is concluded that active participation in collaborative work in

Education; Motor Development; *Movement Education; *Physical Disabilities; Psychomotor Skills; *Self Evaluation (Individuals)

The benefits of movement are enhanced when children with disabilities move with their nondisabled peers. This study sought to determine the effects of a motor development training program on child care providers in order to promote movement-based activities and perceived competence in this area. Twenty child care providers were assigned to either a treatment or a control group. Treatment consisted of on-site visits by university faculty, a needs assessment, demonstrations and consultations, lectures, participation in movement activities designed to foster knowledge of motor development and interaction between children with and without disabilities, and a resource packet. An observation of caregiver behavior scale was administered by two trained observers who independently and simultaneously observed each subject during pre- and post-treatment; and a self-rating scale was completed before and after treatment. Results indicate that the treatment group demonstrated significantly higher perceived competence, that perceived competence did not improve for the control group, and that perceived competence may be the first step toward promotion of movement-based activities. Copies of observation and self-rating scales for both groups are appended. (LL)

ED 351 302 SP 034 117

Mielke, Danny R.

Distance Education: A New Paradigm for Physical Education and Health.

PUB DATE- 92

NOTE- 10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Distance Education; *Educational Technology; *Health Education; Higher Education; Information Networks; Models; Nontraditional Education; *Physical Education; *Preservice Teacher Education; Teacher Education Curriculum; *Teaching Methods

Increasingly, limited financial resources have resulted in program reductions in undergraduate physical education and health education at several higher education institutions. As traditional methods of program delivery are phased out, physical and health educators need to consider alternative forms of training and servicing future professionals. One promising nontraditional strategy is the use of distance education as a delivery source. In distance education, the learner or learners are physically separated from the teacher--a situation that dictates changes in behavior for both the teacher and the learner. To be effective distance educators, teachers must become familiar with a variety of technological systems that deliver instruction and allow interaction between teacher and learner, and they must vary their instructional strategies to meet individual needs. Students must become independent learners, taking a more aggressive role in communicating their needs and seeking feedback. Distance education can take many forms, including video/audio models that incorporate television, satellite transmissions, or computer applications. Physical and health educators can easily adapt core content courses which have traditionally relied on lecture and laboratory experiences to distance education physical education. Societal trends, the media, and demographics have dictated these changes. This digest examines factors leading to an increase in the scope of career opportunities for physical education professionals and looks at future trends, including a move back toward traditional teaching positions. With the advancement of technological resources and time-saving devices, available time for leisure and recreation has increased, resulting in the creation of additional career opportunities for exercise and sport professionals, exercise specialists, corporate fitness directors, wellness consultants and coordinators, and specialists who could put theory into practice. Along with college and university-based professional preparation programs, many professional organizations now provide exercise and sport credentialing opportunities and examples of such organizations are included. Some current trends that may impact on the career paths of physical education professionals include aging of the population, more at-risk children in the school system, and increased use of computers. (LL)

ED 351 321 SP 034 158

Kaplan, E. Joseph
An Interactive Strategy for the Instruction of Critical Thinking in the Middle School.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brainstorming; *Critical Thinking; Developmental Stages; *Group Discussion; Interaction; Intermediate Grades; Junior High Schools; *Learning Strategies; *Middle Schools; *Quality Circles; Skill Development; Small Group Instruction; Student Characteristics; Student Role; Teacher Role; *Teaching Methods
IDENTIFIERS- Dade County Public Schools FL

This paper describes an interactive strategy for the instruction of critical thinking taking place in a middle school in Dade County, Florida. The project involves integration of critical thinking and brainstorming, using the quality circle approach. Based on developmental characteristics, certain principles impact middle school curricula: (1) the learner must be an active participant; (2) strategies for learning should be taught, modeled, and retaught as necessary; and (3) small learning groups should be a regular part of classroom organization. The quality circle process as it relates to critical thinking fits with the objectives of middle school education: students are allowed to move and work with others in the class; brainstorming activities are designed to allow for frequent changes of pace as topics are discussed; the focus of the problem under discussion is narrowed and the student is allowed the experience of an interactive, positive, and supportive classroom environment; and students are able to make decisions and solve problems in an atmosphere that is nonjudgmental and supportive. The process of learning how to think critically is a crucial skill that students must be taught, and which they must practice and master; the use of quality circles has proven helpful in accomplishing this goal. (LL)

ED 351 322 SP 034 159

demographics, mainstreaming, and technological, and social developments. In addition, the language teacher's knowledge base can be expected to shift continually, as information expands in disciplines as varied as language acquisition theory and research, learning styles and strategies, intercultural communication, and research on instruction. New teachers entering the field of foreign language education in the next decades will have an unprecedented opportunity to influence the future. Some of the issues addressed are: What should be the language teacher's knowledge base? Who will the teachers be? How will teacher expertise be measured? and Who will be charged with accomplishing the changes, and how can it be done? (Contains 18 references.) (VWL)

ED 350 881          FL 020 842

Roca, Ana
Spanish for U.S. Hispanic Bilinguals in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingualism; Classroom Techniques; *College Instruction; Higher Education; *Hispanic Americans; *Native Language Instruction; Native Speakers; Program Implementation; *Spanish; Student Motivation; Textbooks
IDENTIFIERS- ERIC Digests

This Digest focuses on the teaching of Spanish to U.S. Hispanic bilinguals at the university level. Traditionally, Spanish has been taught as a second or foreign language in the United States, and little attention has been given to developing and coordinating well designed and carefully articulated programs for Hispanic bilingual students of different ethnic backgrounds. The digest looks specifically at student motivation for studying Spanish for native speakers; considerations for implementing instruction in Spanish for native speakers; suggested college-level textbooks; useful ideas for teaching Spanish to native speakers; and existing Spanish for native speakers programs. (VWL)

ED 350 882          FL 020 885

What Is Linguistics? ERIC Digest. Revised .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.; For an earlier version, see ED 278 255.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Applied Linguistics; Language Acquisition; Language Attitudes; Language Patterns; Language Planning; *Language Research; Language Variation; *Linguistics; *Linguistic Theory; *Psycholinguistics; *Sociolinguistics
IDENTIFIERS- ERIC Digests

Linguistics is the study of language, as contrasted with knowledge of a specific language. Formal linguistics is the study of the structures and processes of language, or how it student progress. Fourth, the level of mastery students have achieved when they are certified as having completed the program is an important indicator of the standards in effect. Additional discussions include college outcomes assessment and the difficulties in their measurement, and the determination of institutional quality. Contains 86 references. (GLR)

ED 350 901 HE 025 877

Scannell, James J.
The Effect of Financial Aid Policies on Admission and Enrollment. Admission Practices Series.
PUB DATE- 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Admission (School); College Bound Students; College Students; Enrollment; Enrollment Influences; Financial Needs; Financial Support; Higher Education; *Paying for College; Program Descriptions; School Holding Power; Self Help Programs; *Student Financial Aid; Student Needs; Student Recruitment; Withdrawal (Education)

This study looks at the evolution of the financial aid process as a function of higher education administration and its impact on the recruitment and retention of college students. It illustrates the effects on enrollment of differing financial aid strategies and recommends possible directions for meeting the challenges of the 21st century. Discussions focus on the following topics: (1) the institutional need for financial aid; (2) the relationship of aid and costs; (3) programs that work in reverse; and (4) targeting of financial aid to enrollment goals. The following financial aid packages are also examined: uniform self-help; self-help varied by ability to borrow; self-help varied by desirability; self-help varied by ability to borrow and desirability; admit/deny; aid-conscious admission; merit awards; renewals; equity packaging; and differential and preferential packaging. Contains 48 references. (GLR)

ED 350 902 HE 025 878

Litten, Larry H.
Ivy Bound: High-Ability Students and College Choice. Selective Admission Series.
PUB DATE- 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academically Gifted; Admission (School); *College Bound Students; *College Choice; *Decision Making; Higher Education; Information Sources; Knowledge Level; Parent Aspiration; Parent Influence; Paying for College; Public Policy

This report examines how students, especially those with high abilities, choose a college based on information from four areas: (1) published research comparing various schools' subjects as well as some unpublished comparative data from various sources; (2) young adult fiction that deals with issues related to college choice; (3) media accounts of college admission and college choice; and (4) conversations with other students in the process of choosing colleges. The report discusses the basis for the choices made by students, the other

*Business Education; *Cognitive Measurement; College Students; Grade Point Average; Graduate Students; Graduate Study; Higher Education; *Mathematics Education; *Statistics; Student Attitudes; Surveys; Undergraduate Study
IDENTIFIERS- *Business Statistics

This study examined the student characteristics, affective or cognitive, which predict academic success in undergraduate and graduate business statistics courses. The issue was found to be important because most business curricula require courses in business statistics and because both undergraduate and graduate students come to business programs with limited mathematics preparation. A survey instrument was developed containing a number of different affective and cognitive variables and allowing for a simple check-off indicating the range of response for the category. The survey was distributed to a total of six undergraduate introductory statistics sections, and six introductory graduate statistics sections. The final sample contained a total of 325 completed surveys from 174 undergraduates (50 percent male, 50 percent female) and 151 graduate students (60 percent male, 40 percent female). Analysis found that the cognitive variables of grade point average, mathematics Scholastic Aptitude Test score, and high school grade point average were significant determinants of success in statistics. The affective variables of whether or not the student postponed taking statistics and the predicted grade for the course were not found to be determinants of success in statistics. However, postponement was a more important factor for graduate students than for undergraduates. Included are two tables and four references. (JB)

ED 350 922 HE 025 900

The Almanac of Higher Education, 1992.
PUB DATE- 92
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130),Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; Educational Finance; *Educational Trends; Enrollment; Enrollment Trends; *Higher Education; *Minority Groups; Politics of Education; Private Colleges; Public Colleges; School Demography; State Government; State Schools; Statewide Planning; *Statistical Data; Universities
IDENTIFIERS- *Almanac

This book offers an overview of the health and financing of higher education in the United States in an almanac form for 1992. Diverse and extensive types of information are arranged in three main sections, the first covering higher education in the nation as a whole, the second offering state-by-state reports and the last giving statistics on enrollment by race. The section on the nation offers an introductory discussion and summary statistics followed by maps illustrating major national trends such as proportion of college and high school graduates, number of colleges and universities, share of total national college enrollment and other information. Four subsections treat issues under the categories of students, faculty and staff, resources, and institutions. The state-by-state reports each contain a narrative description of the past year's events, demographics, political leadership, colleges and universities, faculty members, students, money, and miscellany. The final section contains a table that shows the distribution of enrollment by racial and ethnic group for fall 1988 at over 3,100 colleges and universities grouped by state. (JB)

A Statewide Faculty Development Program for Community College Associate Degree and Other Nursing Educators. Final Report.
SPONS. AGENCY- Administration on Aging (DHEW), Washington, D.C.
PUB DATE- 31 Aug 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Associate Degrees; Black Colleges; College Faculty; Community Colleges; Curriculum Development; Delivery Systems; *Educational Improvement; *Geriatrics; Health; Higher Education; *Nursing Education; *Older Adults; Outcomes of Education; *Professional Education; Program Evaluation; Two Year Colleges
IDENTIFIERS- *Texas

This final report describes a Texas educational improvement project designed to: (1) increase the amount of geriatric content in the curricula of community college associate degree nursing (ADN) programs; (2) further the development of baccalaureate nursing faculty in a Historically Black College/University (HBCU); and (3) facilitate other Texas institutions of like kind to benefit from this faculty development effort. Project outcomes included the following: a well-documented process for in-service development of instructional faculty with two ADN schools and one HBCU nursing school; an increased content emphasis on issues in aging within didactic courses as well as clinical experiences offered to students enrolled in targeted ADN and baccalaureate nursing programs; increased knowledgeability of ADN and HBCU nursing educators about geriatrics/gerontology; and completion of personal action plans (PAPs) by the 15 faculty enrollees. As the chief project outcome, the PAPs served as a blueprint for what the faculty participants learned during the instructional course as well as for their plans to apply their knowledge in and out of the classroom. Appendices include personal action plans, survey instruments, a list of key project activities, a faculty development course outline and a dissemination paper presented at the Gerontological Society of America's 44th Annual Scientific Meeting. Contains a 28-item bibliography. (GLR)

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ED 350 942          HE 025 920

South Carolina Higher Education Deferred Maintenance Problems 1981-1991.
PUB DATE- 8 Jun 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Building Obsolescence; Building Operation; Capital Outlay (for Fixed Assets); Colleges; *Educational Facilities; *Educational Facilities Improvement; Facility Inventory; Higher Education; School Funds; School Maintenance; Universities
IDENTIFIERS- *South Carolina

This report provides results of a 1981 assessment of the condition of South Carolina's higher education facilities and presents recommended actions. It is noted that at a national level, the nation's colleges and universities have slowly begun to realize that the condition of their physical facilities is declining, a fact that prompted South Carolina in 1979 to work towards bringing all its own higher education buildings up to a satisfactory standard. Study findings include: a lack of accurate and usable information on facilities at the State were up; and (5) of freshmen at public institutions one in five fail their first mathematics course. Included are extensive tables and figures, appendixes containing relevant legislative and policy statements, and 28 references. (JB)

ED 350 961          HE 025 939

Undergraduate Education: Learning and Teaching.
PUB DATE- 7 Jan 92
NOTE- 58p.; For related reports, see HE 025 938 and ED 343 638.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Accountability; Bachelors Degrees; *Board of Education Policy; College Freshmen; College Outcomes Assessment; College Students; Community Colleges; Educational Quality; Educational Trends; *Higher Education; *Program Implementation; State Colleges; State Legislation; State Programs; *State Standards; State Universities
IDENTIFIERS- *Illinois

This report analyzes the progress made in implementing the Illinois Board of Higher Education's policies on undergraduate education, focusing particularly on public university and community college efforts to implement the Board's policies on student achievement, scholarship and general education and on faculty effectiveness and excellence in teaching. These policies call on colleges and universities to assess student achievement and to review the undergraduate education experience of their students. The information for the review was drawn from the review of undergraduate education submitted by each public institution in the summers 1989 through 1991 and other information available to the Board. Among the findings reported here are the following: (1) the most highly developed part of the systematic student assessment process is the assessment of students' entry-level basic skills for placement into appropriate initial courses; (2) eight community colleges and three public universities have implemented baccalaureate-level skills or general education outcomes assessments beyond entry; (3) assessments and review findings have led to improvements in undergraduate curricula and academic standards; and (4) from 1985 to 1990 the number of baccalaureate degrees awarded by public universities increased by 5.7 percent while undergraduate enrollment increased only 1.4 percent. Included in appendixes are policy statements, and reviews of particular public institutions. (JB)

ED 350 962          HE 025 940

From Higher Education to Employment. Volume IV: Portugal, United Kingdom, Sweden, Switzerland = De l'enseignement superieur a l'emploi. Volume IV: Portugal, Royaume-Uni, Suede, Suisse.
PUB DATE- 92
NOTE- 251p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Educational Change; *Educational Trends; *Education Work Relationship; *Employment Patterns; Foreign Countries; *Higher Education; Labor Demands; Labor Force; Labor Force Development; Labor Market; Labor

prove the effectiveness of multimedia simulations in comparison to other technologies and concentrate on exploring their potential in relation to learning tasks and learners' characteristics. (Contains 10 references.) (ALF)

ED 350 979          IR 015 789

In Search of Canadian Materials, 1991.
PUB DATE- 92
NOTE- 54p.; For the 1989 edition, see ED 323 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Book Reviews; *Canadian Literature; *Childrens Literature; Educational Resources; Elementary Secondary Education; Foreign Countries; *Instructional Materials; Library Material Selection; Resource Materials; Teaching Guides
IDENTIFIERS- *Canada

This bibliography of books either written by Canadians or with Canadian content is compiled and distributed to all Manitoba schools in order to assist teachers, librarians, and administrators in the selection of quality materials. Grade levels, not necessarily the same as reading levels, are indicated by broad categories: early years (K-4); middle years (5-8); and senior years (9-12). The materials are rated by the following categories: highly recommended; recommended; recommended with reservations; and not recommended by reviewer. Where provided, price and ISBN number are included for each item. Subject headings used are the ones which correspond most closely to the subjects taught in school and include: Activity Books; Art--Hobbies & Crafts; Canadian Studies; Guidance; Health; History; Home Economics--Family Life; Language and Literature; Miscellaneous; Native Studies; Professional Development; Reference; Science; Social Studies; and Women's Studies. A directory of publishers and index of titles are included. (ALF)

ED 350 980          IR 015 790

Brunner, Cornelia
Integrating Technology into the Curriculum: Teaching the Teachers.
PUB DATE- Jul 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Adoption (Ideas); Attitude Change; *Change Strategies; Computer Uses in Education; Cooperative Learning; *Curriculum Development; Educational Cooperation; Educational Strategies; *Educational Technology; Elementary Secondary Education; *Faculty Development; Graduate School Faculty; Graduate Students; Higher Education; Instructional Innovation; Sex Differences; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Collaborative Research; *Technology Integration

This paper describes a technology integration curriculum created for teachers and administrators based on collaborative research in public schools; efforts to interest the Graduate School faculty at Bank Street College in integrating technology into their courses; and the benefits and disadvantages of a variety of teaching formats for students, administrators and faculty that have been used to promote the integration of technology school libraries. This report is presented in five sections: (1) Introduction--problem statement, purpose of the study, significance, assumptions, limitations and definitions; (2) Review of the Literature--importance, current status, uses, benefits, and future role of computers in education, and barriers to computer use in education; (3) Research Methodology--problem restatement, population and sample, research design, description of the interview questionnaire, administration and analysis of interviews; (4) Results and Analyses--selection of interviewees, interview process, question summaries, findings, status of computers in West Kootenay schools; and (5) Findings, Conclusions and Recommendations. Appendixes contain the interview questionnaire and a list of interviewees with background data. (Contains 19 references.) (ALF)

ED 350 998          IR 015 813

Tinker, Robert F., Ed.; Kapisovsky, Peggy M., Ed.
Consortium for Educational Telecomputing: Conference Proceedings (Cambridge, Massachusetts, April 18-19, 1991).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 67p.; For a collection of related readings, see IR 015 807.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Educational Change; *Educational Cooperation; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Foreign Countries; International Communication; School Restructuring; Surveys; Telecommunications; *Teleconferencing
IDENTIFIERS- Canada; *Telecomputing; United States

Over 50 delegates from 32 states and 2 Canadian provinces attended this conference, during which 5 intensive working group sessions discussed, debated, and achieved agreement on a number of relevant issues concerning the role of educational telecomputing in school reform and restructuring. The conference proceedings begins with an overview of the current status of telecomputing in schools; an executive summary which presents seven conclusions and four recommendations for action from the five working groups; and an editorial guide to interpreting telecomputing issues by Robert Tinker, who addresses applications and requirements for educational telecomputing and organizational needs. Reports from each of the five working groups are then presented under these headings: (1,2) The Opportunity and Experience (Working Group 1: Education); (3) Overcoming Barriers (Working Group 2: Curriculum and Teacher Support, and Working Group 3: Network Functions); (4) States and the Consortium (Working Group 4: Organizing a Consortium); and (5) Resources (Working Group 5: Implementing Educational Telecomputing). Each report covers the issues discussed and recommendations as well as the findings of a survey of all of the conference participants that relate to that particular group. A glossary, a guide to abbreviations, and a 14-item bibliography are also provided. Three appendixes contain a report on the EduCorp Statewide Survey that was conducted in 1990 to determine the status of K-12 telecomputing networks across the United States and identify the leaders responsible for those networks; a list of CET conference participants; and abstracts of the papers commissioned by the conference (see the related volume for the full text of these papers). (ALF)

Microcomputers; Secondary Education; *Urban Education
IDENTIFIERS- British National Curriculum; *United Kingdom

The program for City Technical Colleges (CTCs) draws on ideas and resources from government, private industry, and education to focus on the educational needs of inner city and urban children. Mathematics, science, and technology are at the center of the CTCs' mission, in a context which includes economic awareness and a commitment to enterprise and wealth creation. This discussion addresses the question of computer provision in the context of the need for children to learn skills in the technologies now central to their existence, and their need for sufficient access to relevant equipment through their learning experiences at school if they are to develop such skills. This paper presents a rationale for providing information technology (IT); a discussion of how subject areas in the National Curriculum, ranging from science to dance, can be enhanced by its use; suggestions for staffing and administering IT programs; and a discussion of issues concerned with system purchase, support, and maintenance. Suggestions are based on an analysis of needs, value for money, the nature of educational computing, parity between CTCs and the external world, and an attempt to predict the future direction of educational information technology. Two appendices provide an annotated list of sources of information and resources for curricular issues, the purchase and evaluation of equipment, satellite systems and remote sensing, issues relating to the management of information technology, MS-DOS educational software, and software for alternative computing platforms; and a glossary and explanation of terms. (KRN)

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ED 351 017          IR 054 211

Opening Up "Open Systems": Moving toward True Interoperability among Library Software. DataResearch Automation Guide Series, Number One.
PUB DATE- Jan 92
NOTE- 16p.; For other reports in this series, see IR 054 212-213.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; *Computer Software; Equipment Manufacturers; *Equipment Standards; *Information Networks; *Library Networks; Library Planning
IDENTIFIERS- Open Systems Interconnection; *Vendors

The topic of open systems as it relates to the needs of libraries to establish interoperability between dissimilar computer systems can be clarified by an understanding of the background and evolution of the issue. The International Standards Organization developed a model to link dissimilar computers, and this model has evolved into consensus standards. The American library community has also developed a standard for interoperability, referred to as Z39.50. An operating system called Unix, developed by AT&T, is often specified as the system that can handle future software. Although there are benefits to the standard Unix, it is less efficient than some proprietary systems, and it lacks networking standards. Today computer manufacturers are beginning to make sure that their operating systems will comply with the new Portable Operating System Information Exchange (POSIX), a new standard developed by the U.S. government. Although librarians have already established a standard for interoperability, care must be taken

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adults; *Definitions; *Delphi Technique; Elementary School Students; *Information Literacy; Information Retrieval; Information Utilization; *Lifelong Learning; *Outcomes of Education; *Policy Formation; Secondary School Students
IDENTIFIERS- *National Education Goals 1990

This report summarizes the findings of a study that was conducted for the National Forum on Information Literacy (NFIL), a group of representatives from 46 national organizations from business, government, and education which share an interest and concern with information literacy. The purpose of this study was to create a comprehensive definition of information literacy and to develop outcome measures for the concept. The National Education Goals of 1990 were used as a framework to demonstrate the critical nature of information literacy for attainment of selected goals. The study employed the Delphi research technique, through which a panel of 56 selected experts were assisted to reach consensus on the definition and the outcomes. This report presents the concise definition of information literacy formulated by the panel--i.e., the ability to access, evaluate, and use information from a variety of sources--as well as a listing of 10 discrete attributes of an information literate person. Of the six National Education Goals of 1990, three that the panel ranked as relevant to the desired outcomes of information literacy are then discussed: (1) all children should start school ready to learn; (2) elementary and secondary school students need to learn how to learn in order to make informed decisions; and (3) adults must be provided with the literacy and other skills necessary for employment and citizenship. It is noted that these goals represent a continuum for lifelong learning, and the panel's recommendations for specific policies at the national, state, and local levels to facilitate these outcomes are listed for each goal. Appendices provide lists of the members of the panel of experts who completed the project, the organizations represented in the study, and the items upon which the panel achieved consensus. (KRN)

ED 351 034          IR 054 237

Dickson, Ian, Ed.; Dwyer, Lisa, Ed.
National Information Policies for the Asia Oceania Region. Proceedings of the General Assembly and Congress of the International Federation for Information and Documentation Commission for Asia and Oceania (11th, Seoul, Korea, October 29-31, 1990).
PUB DATE- 91
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; Developed Nations; Developing Nations; *Electronic Publishing; Foreign Countries; *Industry; Information Dissemination; Information Services; Information Technology; International Cooperation; *National Programs; Non Roman Scripts; *Policy Formation; Scientific and Technical Information; Technological Advancement; User Needs (Information)
IDENTIFIERS- Asia; *Information Policy; International Federation Info and Documentation; Oceania

The 18 papers presented at this conference address national information policies, information for industry, and electronic involvement of GSRC in independent living skills, and of DC in academic development for clients in GSRC's residential program, were also included in the memorandum. Currently, the institutions operate a joint program which employs two part-time DC instructors who provide 10 instructional hours per week. GSRC provides 1 day of evaluation and 2 days of study skills and career information workshops. Five of the original six students completed the six-quarter program. (PAA)

ED 351 051 JC 920 525

Hajian, Harry
Chemical Technology at the Community College of Rhode Island: Curricular Approaches Designed To Reflect the Demands of a Diverse Population Entering Chemical Technology Programs.
PUB DATE- 2 Aug 92
NOTE- 18p.; Paper presented at the Biennial Conference on Chemical Education (12th, Davis, CA, August 2-6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; *Chemical Technicians; *Chemistry; Community Colleges; *Curriculum Design; *Curriculum Development; *Degree Requirements; Educational Certificates; Job Training; Nontraditional Students; Program Development; Retraining; Science Curriculum; Teaching Methods; Technical Education; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Chemical Technology; Community College of Rhode Island

In an effort to provide nontraditional students with the same opportunity as traditional students to reach the highest level of skills and competencies associated with hi-tech, high-wage employment, the Community College of Rhode Island (CCRI) offers alternatives to its historically successful full-time day program in chemical technology. Certificate as well as associate in applied science (AAS) degree programs have been established. Of those who complete the certificate course, 28% remain in the program and matriculate to upper-division general education courses and eventually receive enough credits to be awarded the associate degree in chemical technology. The programs are laboratory intensive, with a three-to-one ratio of laboratory time to lecture time, and may be taken as a full- or part-time day program, or as a part-time night and weekend program. Rather than focusing on the traditional sub-disciplines of chemistry, the laboratory-driven approach to program delivery utilizes a "continuum of chemical information" model which centers the development of operative (i.e., laboratory and technique) and cognitive (i.e., conceptual chemistry) skills. Students receive individual attention when they have difficulty grasping the conceptual aspects of the program. Customized courses, and full degree programs have also been designed through CCRI to meet the needs of individual companies and their employees, with classes held in either the workplace or in college facilities. Requirements for the AAS and the certificate in Chemical Technology, a chart of the continuum of chemical information model, and lab experiment listings are attached. (MAB)

ED 351 052 JC 920 528

Midlands Teaching Factory, LTD.
PUB DATE- Oct 92

financing the CCC. Major report highlights include the following: (1) the current funding gap for the CCC is estimated to be at $2.3 billion, 82% more than is available; (2) as a consequence of the funding gap, the student to faculty ratio stands at 27:1 (compared to 18:1 at comparable colleges in other states); (3) the CCC's offer only about half of the basic skills instruction needed; (4) library holdings and services are substantially below national standards; (5) the CCC turned away an estimated 120,000 students in fall 1991; and (6) the CCC is unable to maintain its mission in light of the current gap, although certain legislative mechanisms and pending initiatives, as well as increased staff productivity and new instructional resources (e.g., interactive television and computer-aided instruction) may alleviate a small part of the gap. Policy recommendations outlined in the report include allowing local colleges to determine priorities for class enrollment; pursuing federal vocational education funds more actively; enhancing school business partnerships; increasing fees selectively; and providing incentives for colleges that adopt cost-effective delivery techniques. Appendixes review relevant legislation, and provide detailed data tables. (PAA)

ED 351 067          JC 920 545

Cepeda, Rita; Norman, Carolyn F.
Library and Learning Resources Program: Status and Needs. A Report.
PUB DATE- May 92
NOTE- 47p.; Discussed as agenda item 7 at a meeting of the Board of Governors of the California Community Colleges (Livermore, CA, May 14-15, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Libraries; Community Colleges; *Learning Resources Centers; Library Development; *Library Planning; Library Research; Library Statistics; Library Surveys; *Long Range Planning; Management Information Systems; Needs Assessment; Program Descriptions; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Library and Learning Resources Program CA

The status of the California Community Colleges (CCC) Library and Learning Resources Program (LLRP) is described in this report, which reviews a systemwide survey of the LLRP completed in the 1988-89 academic year; and provides a national and statewide context for ongoing discussions of the relationship between the LLRP and the CCC Board of Governors' basic agenda. Survey highlights, based on responses from 103 of the 104 active LLRP's, include following: (1) more than 7,000,000 resources were found in the CCC's LLRP statewide; (2) campus collections ranged from 7,500 to 164,000 volumes, while periodical collections ranged from 51 to 1,275 current titles; (3) librarians and media faculty offered more than 13,000 tours and 340 instructional sections to 190,000 students during the 1988-89 academic year; (4) LLRP staffing ranged from 1 to as many as 36; (5) students worked more than 1,000,000 hours annually in the LLRP systemwide; (6) underutilization of resources was attributed to the lack of electronic linkages within the LLRP,

Report. Special Report 92.02.
PUB DATE- Sep 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; Comparative Analysis; Dropout Research; Dropouts; *Enrollment Trends; Followup Studies; Institutional Research; Questionnaires; *School Holding Power; School Surveys; Self Evaluation (Groups); Student Attitudes; *Student Behavior; Student Characteristics; Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- Hudson County Community College NJ

At Hudson County Community College (HCCC), in New Jersey, research on student attrition has included cohort specific studies of enrollment and completion patterns, enrollment pattern studies of instructional programs, and periodic surveys of enrolled students, former students, and graduates. A comparative analysis conducted of previous attrition research at HCCC revealed the following: (1) for 1989 entrants, the 1-year retention rate of full-time first-time students was 42%, up from 36% in 1987 and 1988; (2) the comparable retention rate for African American and Hispanic students among fall 1989 entrants was 37%; (3) in both 1984 and 1990, the culinary arts program showed the highest 1-year retention rate; (4) students admitted from 1983 to 1985 through the Educational Opportunity Fund program had lower retention rates than regularly admitted students, though their retention rates had improved dramatically by 1989; (5) overall, full-time students had higher retention rates than part-time students; and (6) the numbers of students transferring to senior institutions in New Jersey increased between 1987 and 1989. In addition to instituting more systematic studies of enrolled students, former students and graduates, HCCC will be conducting an in-depth study of enrollment, leaving, and completion patterns for selected cohorts of students who entered each term beginning in 1986. These cohorts will include both part-time and full-time students in English as a Second Language, basic skills, and full-degree-credit programs. A list of previous retention studies, detailed data tables, and a copy of a revised graduate follow-up survey are included. (PAA)

ED 351 084          JC 920 569

The Community & Technical Colleges of Connecticut Student Enrollment Statistics, 1991-92.
PUB DATE- 92
NOTE- 30p.; For the 1990-91 report, see ED 336 128.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Rate; Enrollment Trends; Full Time Equivalency; Full Time Students; Part Time Students; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Connecticut

Student enrollment data are provided for the 17 community and technical colleges (CTC) in Connecticut, focusing on academic specializations within the field of early childhood care and education and school-age child care in terms of the relationships among three criteria: the developmental characteristics of the learner, professional roles, and the program setting. Efforts of the council to provide financial support for early childhood professional development, and particularly the establishment of an Early Childhood Development Fund, are detailed. (SM)

ED 351 101 PS 020 696

Stanberry, Anne M.
The Efficacy of a Head Start Educational Program for Parents Identified as Potential Child Abusers.
PUB DATE- 27 Mar 92
NOTE- 11p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (Tulsa, OK, March 23-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Parent Child Relationship; *Parent Education; Parenting Skills; *Parents; Preschool Children; Pretests Posttests; *Prevention; *Program Effectiveness; Time Factors (Learning)
IDENTIFIERS- Child Abuse Potential Inventory; Project Head Start

This paper describes a study conducted to determine if parents' enrollment in a Head Start Resource Center for Parents and Children reduced the parents' potential for child abuse. Subjects were 17 mothers who were enrolled in the Resource Center, had a child from 2 to 4 years old, and were identified as potential child abusers. The Resource Center's educational program was based on Belsky's ecological model of child maltreatment. This model suggests that factors involving parents and children interact and, in some combinations, may cause child maltreatment. In the study, subjects were divided into first- and second-year participants in the educational program. Subjects in the second-year group participated in the program, were tested for abuse potential using the Child Abuse Potential (CAP) Inventory, participated in the program again, and were tested again. Subjects in the first-year group were tested, participated in the program, and were tested again. A significant difference between pretest and posttest scores on the CAP Inventory for second-year, but not for first-year, participants was found. It is concluded that second-year parents benefited from the program and recommended that the two-year program should be continued. (HTH)

ED 351 102 PS 020 720

Collins, W. Andrew
Relationships and Development: Family Adaptation to Individual Change.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Sep 91
NOTE- 55p.; Paper presented at the Tel Aviv Conference on Human Development (Tel Aviv, Israel, September 1-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

included the development of: (1) public policy that is beneficial to families and children in poverty; and (2) strategies that assure that minority children enter into an appropriate, multicultural educational process. (SM)

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ED 351 121 PS 020 832

Tubbs, Janet
Cultural Diversity and Creativity in the Classroom.
PUB DATE- Aug 92
NOTE- 6p.; Paper presented at the Meeting of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Activities; Cultural Awareness; *Cultural Differences; Fine Arts; Intercultural Communication; Interpersonal Communication; Music; *Nonverbal Communication; Preschool Education; Puppetry; Second Language Learning; *Student Adjustment; Student Attitudes; Teacher Student Relationship; *Teaching Methods

Cultural diversity in the classroom provides the opportunity for children to learn about the customs, clothes, and languages of other countries. Various art forms offer a vehicle for boys and girls to communicate in nonverbal play. A "two-faced" happy-sad puppet provides a nonverbal means for very young or nonnative speaking children to indicate their feelings to teachers and peers. Puppets can become confidants of children who may have no other means of expression. Puppets are available to resemble the physical characteristics of different races and cultures, and can be dressed in international costumes. Water colors allow children to reproduce their inner state with a minimum of conversation, while music can capture the attention of students disinterested in their surroundings; both media can be used to overcome language barriers. Teachers, facilitators, and parents must be creative, spontaneous, and childlike to bring forth children's creativity. Members of cultures who live in a nonnative country do not always agree with the educational methods of their adopted country, and teachers need to be aware of such differences of opinion. Programs of art and music for young children have tremendous impact on ethnic groups who may, for once, feel accepted by their peers as they paint, dance, play an instrument, or play with puppets. (HTH)

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ED 351 122 PS 020 843

Veale, Ann
Equity and Art.
PUB DATE- Jan 91
NOTE- 12p.; Paper presented at the National Conference of the Australian Early Childhood Association (19th, Adelaide, South Australia, August, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Activities; *Art Education; *Cognitive Development; *Curriculum Design; Elementary Secondary Education; Foreign Countries; Imagination; Preschool Education; *Thinking Skills
IDENTIFIERS- *Australia (South Australia); Bruner (Jerome S); Eisner (Elliot W); Goodman (Nelson); Greene (Maxine); Symbolic

Relationship; *Individualized Instruction; Kindergarten; *Kindergarten Children; *Learning Activities; *Learning Modules; Learning Readiness; *Parent Participation; Primary Education; *Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs

This practicum report describes the implementation of a pilot program that used packets of learning materials to incorporate individualized instruction into a traditional curriculum in a kindergarten classroom. Objectives of the program were that 80 percent of students would demonstrate improvement in basic readiness skills, and that 90 percent of parents would consider the activity packets as appropriate and interesting for their child, and would see an improvement in their child's critical thinking skills. The program was implemented over the course of a school year and involved the use of packets of materials that provided learning activities. Packets were designed according to individual students' abilities. Students took home a packet each week, returned it the following week, and described to the class or teacher what they had learned from the packet. Results indicated that all students improved in basic readiness skills as measured by pre- and post-test screening assessments. According to responses to program evaluation forms, more than 90 percent of parents considered the packets appropriate and interesting for their child and saw an improvement in their child's thinking skills. A reference list of more than 250 citations is provided. A collection of 27 appendices presents materials that were used in, or were relevant to, the program. (BC)

ED 351 142 PS 020 918

Children's Rights in Europe: Report of the Conference Held by the European Forum for Child Welfare (Hamburg, Germany, April 27-28, 1992).
PUB DATE- Apr 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Abuse; Childrens Rights; *Child Welfare; *Day Care; *Early Childhood Education; Family Programs; Foreign Countries; Immigrants; *Mass Media Use; Multicultural Education; Program Descriptions
IDENTIFIERS- *Europe

This conference report presents papers delivered during the three sessions of the conference. The first session concerned violence against children. In this session, two papers discussed the goal of achieving a healthy childhood for all children. The second session addressed the topic of early child care and education. Papers presented in this session described a two-generation project for providing community-based early childhood care and education in Aberdeen, Scotland, and a multicultural project that served children in a German town with a large population of Turkish immigrants. The sole paper presented in the third session discussed changes in mass media since 1955 and the right of children to receive information that furthers their well-being. A list of conference participants is appended. (BC)

ED 351 143 PS 020 924

Mergendoller, John R.; Pardo, Elly B.
An Evaluation of the MacMagic Program at Davidson Middle School.
SPONS. AGENCY- Marin Community Foundation, San Rafael, CA.

continuing problems are related in part to low educational attainment and poor health among American Indians. Federal agencies and programs that affect employment are the Bureau of Indian Affairs, Indian Health Service, Department of Agriculture, Office of Elementary and Secondary Education, and federal employment programs. Policies and strategies to address employment problems emphasize Indians as: members of tribes administered by tribal governments; members of a minority group; or members of a larger disadvantaged group in need of better education and training. The evidence suggests that strategies relying on tribal governments have had limited success but have been hampered by lack of expertise in managing tribal natural resources, geographic isolation of reservations, small size of many tribes, and fears among private businesses about legal recourse and tribal sovereignty. Further, current knowledge does not identify other strategies for overcoming barriers to economic growth. Limited research suggests positive impacts on Indian employment from affirmative action, public sector employment through CETA, and employment and training programs directed specifically at American Indians. (SV)

ED 351 161 RC 018 838

Perkins, Larry; Montgomery, Diane
The Influence of Social Roles on Programmatic Outcome.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; American Indian Education; *College School Cooperation; Elementary Secondary Education; Inservice Teacher Education; *Program Development; Rural Education; *School Community Relationship; Small Schools; Social Problems; *Social Status; Social Stratification; Teacher Certification; Teacher Education Programs
IDENTIFIERS- Course Development; *Social Power

A cooperative project between a university and local school district can be understood using a theoretical framework defining social roles in terms of the "natural" (or individual) person and the "corporate" actor. The project sent a university team to train counselors and teachers in a rural, predominantly Native American school district, where school staffs were predominantly Euro-American. The team's task was to develop and present a Contemporary Education course to teachers who, preferring a traditional educational approach, rejected attempts to foster collaboration. According to the theoretical model, power remains in the hands of the corporate actor, which might explain the project's failure. Change from "natural persons" to corporate actors and certification requirements result in asymmetrical relations. By the end of the course, assignments and grades were established, placing the professors in a "corporate" role and mitigating natural-person interaction. Similarly, the state, as corporate actor, gains importance at the expense of community schools, populated with natural persons. Asymmetry also becomes important when social power inequality is linked to geographic place. The corporate role can be diminished if the place (or "turf") where the two actors come together is considered. (TES)

ED 351 162 RC 018 839

PUB DATE- 89
NOTE- 101p.; Report presented at the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Testing; Elementary Secondary Education; Foreign Countries; Indigenous Populations; *Program Content; *Program Evaluation; Rural Education; Rural Schools; *Teacher Attitudes; Urban Schools
IDENTIFIERS- *Aboriginal Schools (Australia); *Australia (Northern Territory)

This document reports the Northern Territory Primary Assessment Program (Australia), which monitors student achievement in reading and mathematics in grades 5 and 7 in urban primary schools and grade 5 to post-primary in Aboriginal schools. The aim of the program is to provide teachers with a set of assessment materials and provide information regarding the academic achievement of students at the end of primary schooling. This study focused on the operation of the program in schools and the perceptions of teachers and other personnel involved with the program. Data were collected by a questionnaire-survey of 185 teachers and school visits to 19 urban schools and 10 rural Aboriginal schools. Results of the study indicate the following: (1) many teachers have little understanding or knowledge of the program; (2) some schools have incomplete sets of materials; (3) teachers expressed doubts about the relevance of certain program materials for classroom use; and (4) only about half of all Aboriginal schools participate in the program. In schools where the program has been properly implemented it makes a valuable contribution; therefore, active participation must be ensured for all schools to take advantage of the program's potential. Appendices include procedures for improving test item quality, interview schedules, sample questionnaires for urban and Aboriginal schools, and a sample program evaluation form. (LP)

ED 351 180 RC 018 862

Fenwick, Carolyn
Where Did They Go? Northern Territory 1988 School Leaver Destinations. Report 1/1991.
SPONS. AGENCY- Australian Dept. of Labour and Administrative Services.
PUB DATE- 91
NOTE- 29p.; Report presented at the Meeting of the Rural Education Research Association (Alice Springs, Northern Territory, Australia, February, 1992). For the 1898 study study, see RC 018 864.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Work Relationship; *Employment; Employment Opportunities; Foreign Countries; Higher Education; *High School Graduates; High Schools; *High School Students; Postsecondary Education; Rural Education; *Rural Schools; Surveys; *Urban Schools
IDENTIFIERS- Aboriginal People; *Aboriginal Schools (Australia); *Australia (Northern Territory)

This report presents a survey of students 15 years and older who

ED 351 197 SE 053 341

Tobias, Randolf
Nurturing At-Risk Youth in Math and Science: Curriculum and Teaching Considerations.
PUB DATE- 92
NOTE- 164p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; Context Effect; Elementary Secondary Education; Evaluation Methods; *High Risk Students; Inservice Teacher Education; *Mathematics Achievement; Mathematics Anxiety; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Minority Groups; Preservice Teacher Education; Program Effectiveness; *Science Instruction; Self Esteem; Student Attitudes
IDENTIFIERS- *Institute for the Advancement of Math and Sci; NCTM Curriculum and Evaluation Standards

The social environment of today has necessitated revision in educators' beliefs about what students are considered to be at risk of failing to complete their education with adequate levels of skills. This book addresses this issue in the areas of mathematics and science and is intended as a curriculum and teacher training accompaniment that can enhance mathematics and science proficiency among at-risk youth. The introduction defines at-risk students and identifies six common denominators of the educationally at risk. Six chapters, contributed by different educators, discuss different aspects of the issue. Chapter 1 presents data covering a period of approximately 7 years concerning mathematics and science proficiency of at-risk students. Chapter 2 discusses the activities of the Institute for the Advancement of Mathematics and Science in the preparation of teachers. Chapter 3 examines the teaching of mathematics through context. Chapter 4 explores other strategies and programs achieving positive results in working with at-risk students, such as the Science Skills Center and Computer Assisted Learning, both in Brooklyn, New York. Chapter 5 explores ways of raising students' self-confidence and self-esteem through creative mathematics and science teaching. Chapter 6 discusses the mathematical competencies expected of the at-risk learner as delineated by the National Council of Teachers of Mathematics in the "Curriculum and Evaluation Standards for School Mathematics." Recommendations for educational policymakers and classroom teachers with respect to assessment issues are given. Information about the authors is provided: Randolf Tobias, chapters 1, 4, and 5; Madeline Long and Lynne Conrad, chapter 2; Everard Barrett, chapter 3; and Eleanor Armour-Thomas, chapter 6. References are included with chapters. (MDH)

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ED 351 198 SE 053 349

Rillero, Peter; Rudolph, Emanuel D.
Science in American School Readers of the Nineteenth Century.
PUB DATE- 16 Oct 92
NOTE- 31p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (14th, Chicago, IL, October, 1992).
LANGUAGE- English

The Peace Education Commission (PEC) was established to facilitate international cooperation among individuals interested in peace education and research related to peace education. The main ambition of PEC is to serve as a useful network for transnational information and support in the peace education area. This document provides current mailing addresses for PEC members. (Author)

ED 351 217          SO 022 223

Okamoto, Mitsuo; Rowinski, Bogdan
Peace Education: Perspectives from Japan and Poland. Peace Education Miniprints No. 22.
PUB DATE- Oct 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Educational Objectives; Foreign Countries; Futures (of Society); *International Education; International Organizations; *Interviews; *Peace; Social Change; *Teaching Experience; World Affairs
IDENTIFIERS- *Japan; *Peace Education; *Poland

The project groups "Preparedness for Peace" at the Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, experts with special interest and competence in areas related to peace education are interviewed. These interviews explore the views of Mitsuo Okamoto and Bogdan Rowinski. Mitsuo Okamoto is professor of peace studies at Hiroshima Shudo University and president of the Peace Studies Association of Japan. Bogdan Rowinski has been attached to a Youth Problems Research Institute in Warsaw, working with questions related to peace education, including beliefs about the future and attitudes to war and peace among young people. (Author)

ED 351 218          SO 022 281

Peters, Richard
America 2000 and the "New" Geography.
PUB DATE- Jan 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Objectives; Elementary Secondary Education; Geographic Concepts; *Geography Instruction; Interdisciplinary Approach; Learning Activities; Social Studies; *Student Educational Objectives; *Teaching Methods
IDENTIFIERS- *America 2000

Inspired by America 2000, the educational reform initiative proposed by President George Bush, these materials describe a way of rethinking the place of geography in the curriculum. It is proposed that both natural geography and social geography be taught, and that both should be taught in science and social studies classes. Activities to be used by science and social studies teachers in introducing the concepts of natural geography and social geography are proposed. Strategies for teaching within this reformulated curriculum also are put forth

ED 351 237          SO 022 420

Cowart, Valerie
Increasing the Involvement of Parents in the Music Education of Fourth and Fifth Grade Students through Improved Communication.
PUB DATE- 92
NOTE- 62p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Grade 4; *Grade 5; Intermediate Grades; *Music Education; *Parent Materials; *Parent Participation; Parent Role; Parent Student Relationship

This practicum was designed to increase the involvement of parents in the music education of fourth and fifth grade students. A delivery system was developed to provide parents with activities, resources, and materials relating to the student's music education. Parents received the materials at no cost. The author developed a brochure and monthly newsletter; recorded an audio cassette and video cassette to encourage musical activity in the family; administered a postsurvey to all participants; and prepared a handbook of musical resources for the child and parent. Analysis of the data revealed that the participants were more apt to involve themselves in their child's musical experiences when given information and materials. All parents involved in the project rated the project as beneficial to their children and conveyed the belief that parental involvement in a child's music education is important. (Author)

ED 351 238          SO 022 421

Smith, Sylvia S.; Smith, Ben A.
Social Studies Instruction for Special Students.
PUB DATE- 92
NOTE- 9p.; Presented at the Rocky Mountain/Great Plains Council for the Social Studies Conference (Albuquerque, NM, April 9-11, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Descriptions; Curriculum Development; Intermediate Grades; *Mental Retardation; Secondary Education; Skill Development; *Social Studies; *Special Education; Teaching Methods

This paper describes a course for mentally handicapped students designed to help them to develop practical living skills. The class involves four one-semester units: health and safety; home living; social skills; and job skills. The subjects studied in each of these units are outlined. Information concerning the resources, planning, instruction, and evaluation involved with this course is provided. A 22-item bibliography also is included. (DB)

ED 351 239          SO 022 428

Jean, Kelly
Over Head and Under Foot: An Integrated Unit Lesson Plan.
PUB DATE- 92
NOTE- 36p.

Farnbach, Beth Earley, Ed.
The Bill of Rights--Alive!
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 92
NOTE- 100p.; Funding also received from the Pennsylvania Trial Lawyers Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; Constitutional History; *Constitutional Law; Elementary Secondary Education; *Law Related Education; Learning Activities; Social Studies; Teaching Methods; United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

This collection of lesson plans presents ideas for educators and persons in the law and justice community to teach young people about the Bill of Rights. The lesson plans are: "Mindwalk: An Introduction to the Law or How the Bill of Rights Affects Our Lives"; "Bill of Rights Bingo"; "The Classroom 'Constitutional Convention': Writing A Constitution for Your Class"; "Rewriting the Bill of Rights in Everyday Language"; "If James Madison Had Been in Charge of the World"; "Ranking Your Rights and Freedoms"; "Photojournalism and the Bill of Rights"; "Freedom Challenge"; "Do God and Country Mix? The Free Exercise Clause and the Flag Salute"; "Religion and Secular Purpose"; "A Mock Supreme Court Hearing: Lyng v. Northwest Indian Cemetery Protective Association"; "Away with the Manger"; "Choose on Choice: Pennsylvania's School Choice Legislation and the Separation of Church and State"; "An Impartial Jury: Voir Dire and the Bill of Rights"; "Do You Really Need a Lawyer? The Sixth Amendment & the Right to Counsel"; "From Brown to Bakke: The 14th Amendment"; "Drawing on Your Rights"; and "Bill of Rights Mock Trial." Each lesson contains the lesson title, an overview, grade level, goals, a list of materials, possible uses of outside resources, procedures/activities, and reflections on the lesson. (DB)

ED 351 262 SO 022 611

McMahon, Susan I.
Classroom Discourse during Social Studies: Students' Purposes and Topics of Interest in Peer-led Discussion Groups.
PUB DATE- 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Classroom Communication; Classroom Observation Techniques; *Classroom Research; *Discussion (Teaching Technique); Discussion Groups; Educational Research; Elementary School Students; Intermediate Grades; Reading Skills; *Social Studies; *Student Behavior; Teaching Methods

This study was designed as an effort to understand how student-directed small-group discussions can further student thinking about issues related to social studies. The study utilized participant observation to collect data two to three times weekly as students engaged in a literature-based reading program called Book Club. The specific questions the study professional development schools requires balanced use of voice from all three perspectives. Structured conversations were held with two collaborative groups, one from a high school and one from a middle school, to gather data for this study. (Author/IAH)

ED 351 284 SP 034 001

Bercik, Janet T.
Guiding Future Teachers into the Twenty-first Century.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Futures (of Society); Higher Education; Longitudinal Studies; Methods Courses; *Preservice Teacher Education; Questionnaires; Student Teaching; *Teacher Attitudes; Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- *Preservice Teachers

A 4-year preservice program is examined to ascertain the effectiveness of the program and its impact on participants as well as the impact it may have upon future teacher education programs. Data from questionnaires completed by current clinical students and their cooperating teachers are analyzed, discussed, and considered in conjunction with a follow-up survey of earlier students in the program who are now in various phases of their teaching careers. The data presented in this report indicate that early field components in teacher education programs should begin with issues and strategies that are known to provide difficulty for the new teacher. Teacher educators must remember that as knowledge of the profession grows, needs change and must be reinforced and reaffirmed at each level. The findings reinforce the notion that strong preservice components are necessary and that they must be cyclical in nature. For example, analysis of the data suggests that it would be useful to incorporate a mentoring component at the beginning of preservice teachers' field experiences and not limit it to the induction phase. (IAH)

ED 351 285 SP 034 003

Jett-Simpson, Mary; And Others
Portrait of an Urban Professional Development School.
PUB DATE- 24 Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; College School Cooperation; Collegiality; *Educational Change; Educational Environment; Elementary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Interviews; Preservice Teacher Education; *Reading Instruction; School Districts; Teaching Methods; Teaching Models; *Urban Schools
IDENTIFIERS- Milwaukee Public Schools WI; Preservice Teachers; *Professional Development Schools; University of Wisconsin

formats for delivery to teacher preparation students. Distance education methods can also be used to deliver instruction in public school settings. (IAH)

ED 351 303 SP 034 119

Fisher, Gloria; And Others
Evaluation of HIV Prevention and Comprehensive Health Education Activities.
PUB DATE- 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Change; Curriculum Design; *Curriculum Evaluation; Drug Education; *Health Education; *Health Promotion; Learning Activities; Nutrition Instruction; Secondary Education; Secondary School Students; *Student Behavior; *Student Reaction
IDENTIFIERS- Curriculum Implementation; Mississippi

This study was undertaken to evaluate Human Immunodeficiency Virus (HIV) prevention and comprehensive health activities in public secondary schools in Mississippi. The Comprehensive School Health Curriculum (CSHC), for implementation in junior, middle, and senior high schools, was designed to promote improved knowledge and behaviors related to the health and well-being of youth. A total of 18 schools participated in the pilot year (1990-91) of curriculum implementation. Evaluation consisted of questionnaires to assess student reaction, learning, and behavior change. A total of 335 usable questionnaires from 8 schools were returned. Results indicate favorable reaction from students; significant differences were found on both the learning and behavior questionnaires between experimental groups of students exposed to the curriculum and control groups. Further analysis reveals that knowledge about safe sex practices does not always translate into safe behavior on the part of the student. Five tables, five figures, a comparison of significant differences between responses of junior and senior high school students, and recommendations for the continuing evaluation of activities comprise 75 percent of the document. (LL)

ED 351 304 SP 034 121

Cozza, Richard J.
Peer Tutors in the High School Health and Physical Education Department Adaptive Program.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adapted Physical Education; Adaptive Behavior (of Disabled); Course Descriptions; Course Organization; High Schools; *High School Students; Normalization (Handicapped); *Peer Teaching; *Physical Disabilities; Program Design; *Severe Mental Retardation; Tutorial Programs; *Tutoring

As a result of parent pressure, 12 students with severe mental and physical disabilities, previously educated outside the physical education facility, were integrated into an adaptive

Marso, Ronald N.; Pigge, Fred L.
Teachers' Ratings of Job Entry Expectations Prior to and Following First Year of Teaching: Evidence of Idealistic Expectations and Transition Shock.
PUB DATE- Oct 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Comparative Analysis; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Rating Scales; Socialization; *Student Teaching; Teacher Attitudes; *Teacher Response; Teaching (Occupation); *Teaching Conditions; Teaching Experience
IDENTIFIERS- *Idealization; *Reality Based Evaluation

The transition of teacher candidates into the teaching profession is often perceived to be particularly traumatic. This study was designed: (1) to ascertain whether or not 61 beginning elementary and secondary classroom teachers who responded on 2 occasions to the same work expectations scale changed job entry expectations between completion of student teaching and near the end of the first year of full-time teaching; and (2) to investigate whether changes, if any, were related to the extent of reality shock reported by the novices upon entry into the teaching profession. Findings indicate that: job entry expectations recalled and reported after teaching were less idealistic than those reported prior to teaching; actual experiences with some job conditions were more positive than had been expected; job conditions precipitating feelings of reality shock differed somewhat between elementary and secondary teachers; and lower expectations were reported for the same work conditions following induction (inservice training, rapport with other teachers and parents, and conferences with parents). Sixteen references and Teaching Job Expectation Rating Scale results are included. (LL)

ED 351 323 SP 034 160

Balson, Maurice
Understanding Classroom Behaviour. Third Edition.
PUB DATE- 92
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; *Classroom Techniques; Conflict Resolution; *Discipline Problems; Elementary Secondary Education; Foreign Countries; Group Dynamics; Life Style; Mastery Learning; *Social Environment; Stress Management; Student Behavior; Student Responsibility; *Student School Relationship; *Teacher Burnout; *Teacher Student Relationship
IDENTIFIERS- Adler (Alfred); Australia; *Encouragement

Based on the belief that discipline problems reflect poor relationships and must be resolved in a social context, this book provides teachers with a framework which enables them to relate more effectively with students. Following a preface, the volume is organized into 11 chapters: (1) "A New Tradition in Classroom Management"; (2) "Psychological Framework for Understanding Student Behavior"; (3) "The Goals of Classroom Misbehaviour"; (4) "How Teachers Can Identify the Goals of works and is organized. Different approaches to formal linguistics include traditional or prescriptive, structural, and generative or transformational perspectives. Formal linguistics includes five principal areas of study: phonetics; phonology; morphology; syntax; and semantics. Sociolinguistics is the study of language as a social and cultural phenomenon. Its major areas of study are: language variation; language and social interaction (with pragmatics, discourse analysis, ethnography of communication as subfields); language attitudes; and language planning. Psycholinguistics is the study of the relationship between linguistic and psychological behavior. Psycholinguists study first and second language acquisition and how humans store and retrieve linguistic information, referred to as verbal processing. In applied linguistics, the findings of theoretical linguistic study are applied to the solution of practical language problems and issues in everyday language use. (MSE)

ED 350 883 FL 020 886

Willetts, Karen
Technology and Second Language Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Networks; Cultural Education; *Educational Technology; *Interactive Video; Language Laboratories; Language Skills; Language Tests; Online Systems; Second Language Instruction; *Second Language Learning; Skill Development; Testing
IDENTIFIERS- ERIC Digests

Increasingly, technology is incorporated into second language teaching and learning both in and out of classroom situations. The computer alone has many capabilities for enhancing language learning, but when combined with other technologies, the possibilities multiply for information retrieval, interactive audio- and video-assisted learning, use of local area networks, use of long distance computer networks, and exploitation of satellite broadcasts. Some technologies lend themselves better to acquisition of certain language skills than others. Computers and computer networks are ideal for fostering reading and writing skills in the target language. Addition of audio capabilities to personal computers makes them miniature multimedia units for teaching and testing active listening skills. The visual component, when added to oral/aural components, is useful for developing listening skills and creating cultural awareness. Interactive video enhances development and practice of all language skills. Once the specific technology and skill(s) to be developed have been matched, the appropriate courseware and activity type must be selected or prepared. Different techniques are useful for developing speaking, listening, reading, and writing skills and cultural awareness, and also for testing. Their effectiveness depends on appropriate use by informed educators. (MSE)

ED 350 884 FL 020 892

Lewelling, Vickie W.

people who influence choice, what students and parents want to know about colleges and what they already know, and the financial and psychological costs associated with getting into college. The book concludes with observations about what is really known about college choice decisions, the problems with students' sources of information, behavioral considerations, and a discussion of some of the public interest and policy questions needing to be addressed. Contains 86 references. (GLR)

ED 350 903 HE 025 879

Hauptman, Arthur M.
The Economic Prospects for American Higher Education. AGB/ACE Joint Report.
PUB DATE- Dec 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Faculty; *Colleges; Degrees (Academic); *Economic Climate; *Educational Resources; Enrollment Trends; Expenditures; *Futures (of Society); Higher Education; Income; Long Range Planning; Needs Assessment; Prediction; *Resource Allocation; Trend Analysis; *Universities
IDENTIFIERS- *Strategic Planning

This paper assesses the level of resources to which colleges and universities might reasonably expect access over the next 30 years. It is organized in three sections. The first section examines some historical relationships between higher education and general economic trends. The second section projects resource levels available to higher education over the next 30 years based on various projections of macroeconomic conditions, public confidence levels, and enrollment growth. The final section describes how higher education might best prepare itself for the future, given the uncertainty over resources, and examines what higher education can do to affect both the future growth of the economy and the level of public confidence in the enterprise. College and university trustees and chief executives are called upon to do two things to prepare for the future: (1) plan strategically based on the wide range of possible resource levels that may be available in the future; and (2) give greater consideration to how institution or system resources can be increased, either by fueling economic growth or by taking steps to improve the level of public confidence in higher education. An appendix, which looks at the accuracy of past higher education forecasts, is provided that cautions about the fragility of these predictions. (Sixteen charts, tables, and graphs are provided.) (GLR)

ED 350 904 HE 025 880

Sexual Harassment on Campus. A Policy and Program of Deterrence.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Behavior Problems; *Colleges; Court Litigation; Federal Legislation; Grievance Procedures; Guidelines; Higher Education; *Policy Formation; *Position Papers; *Program Development; School Policy; *Sexual Harassment; *Universities

This booklet presents a revision of the American Council on Education policy statement regarding sexual harassment in light of legal developments that have occurred since the original

ED 350 923 HE 025 901

Facilities Inventory and Utilization Study, Fall of 1991, for the State of North Carolina. Twenty-Fifth Edition.
PUB DATE- Sep 92
NOTE- 206p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); College Buildings; Community Colleges; *Educational Facilities; Facility Case Studies; Facility Inventory; Facility Utilization Research; *Higher Education; Private Colleges; Public Colleges; *Use Studies
IDENTIFIERS- *North Carolina

This publication presents the results of the 25th annual inventory and utilization study of the status of space in North Carolina institutions of higher education at the end of the fall term of 1991. The study provides data for 113 institutions including the public institutions which comprise the University of North Carolina, 39 private non-profit colleges and universities, and the 58 public two-year institutions of the Community College System. The report gives indications of the uses being made of the space and provides, where feasible, norms and historical information for the past five years. Statistics for private institutions are shown by group rather than institution. The study is divided into four sections. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section on interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. The section on building characteristics contains data on building age, condition, and replacement cost. The final section describes accessibility to persons in wheelchairs. Included are an index and a nine-item bibliography. (JB)

ED 350 924 HE 025 902

Continuing a Renaissance. Student Senate's Vision for the Future of the University. Submitted to President Russell G. Warren by the 1990-1991 Student Senate.
PUB DATE- Apr 91
NOTE- 88p.; Separately published 12-page "Executive Summary" included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; College Faculty; College Housing; Curriculum Design; Demography; *Educational Environment; Educational Facilities; Higher Education; *Liberal Arts; *Long Range Planning; Minority Groups; *Organizational Objectives; *Student Attitudes; Student College Relationship; Student Experience; Student Government; Student Personnel Services
IDENTIFIERS- *Northeast Missouri State University

Developed through participation in an institution-wide process of developing a new long-term plan for Northeast Missouri State University (NMSU), this document presents a vision of the future of NMSU as developed by the Student Senate. The contents level; a considerable number of buildings that are now reaching the end of their useful life cycles for major building components such as roofs and mechanical systems; and a chronic shortage of funding during the 1980s for State colleges and universities. Overall, the report: (1) reveals the need for the State to improve its ability to track maintenance needs at its colleges and universities; (2) suggests that the State must begin recognizing the importance of the deferred maintenance crisis and accept the reality that its colleges and universities do not have the capacity to catch up without extraordinary funding; and (3) indicates that the institutions must be held accountable for stopping the growth of deferred maintenance. Conclusions and recommendations are provided. (GLR)

ED 350 943 HE 025 921

Research Findings from the 1987 National Postsecondary Student Aid Study.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Analysis; Enrollment; Higher Education; National Surveys; Paying for College; Private Colleges; Public Colleges; Research; *Resource Allocation; *Student Characteristics; Student Costs; *Student Financial Aid; *Student Loan Programs; Tuition; Undergraduate Study
IDENTIFIERS- *National Postsecondary Student Aid Study

This report consists of a series of papers analyzing survey data from the 1987 National Postsecondary Student Aid Study (NPSAS) concerning the characteristics of both aided and nonaided students, as well as the manner in which students financed their postsecondary education. The following papers are presented: (1) "Paying for College: The Role of Financial Aid in Meeting the Costs of Undergraduate Education" (Rita J. Kirshstein); (2) "Who Attends Proprietary Schools? Findings from NPSAS" (Laura H. Salganik, Patricia A. Hopper); (3) "The Distribution of Discretionary Financial Aid and Stafford Loans" (Dan Sherman, Jon Cohen); and (4) "Descriptive Tables of the Characteristics of Undergraduate Students by Race and Ethnicity." The first paper uses three different definitions of net price to look at what students from different economic backgrounds paid to attend college. The second paper compares the characteristics of students attending proprietary schools to those attending similar programs in community colleges. The third paper identifies the significant factors related to the awarding of institutional aid, campus-based aid, and Stafford loans. The final paper presents data on personal characteristics, enrollment, and student aid by racial and ethnic categories. The report's appendix provides tables of statistical data developed from survey information. (GLR)

ED 350 944 HE 025 922

Lewis, David C.; Faggett, Walter L.
Policy Report of the Physician Consortium on Substance Abuse Education.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)

Supply; Trend Analysis
IDENTIFIERS- Portugal; Sweden; Switzerland; United Kingdom

This volume reports on the flow of graduates from higher education into working life in Portugal, the United Kingdom, Sweden and Switzerland. Chapters for each nation were contributed by national experts in that field. The first section of the report, on Portugal, contains two papers. The first, written in English, discusses recent changes in the higher education system there, and the second, written in French, looks at higher education output during the 1980s, employment and social and regional mobility, and current trends and future challenges. This chapter also reports on a special study concerning degree holders from Portugal's agricultural schools. The section on the United Kingdom consists of one paper (in English) that describes students in higher education, provides an institutional background on the graduate labor market, analyses patterns and trends in graduate output, and discusses other trends, particularly in the new graduate labor market. The one chapter on Sweden, also written in English, describes higher education there, training from the upper secondary level to higher education, output from the higher education system, the graduate labor market, qualification levels for various educational categories, the relationship between longer education and higher income, and earnings for men and women. The final section, on Switzerland, is written in French and covers the context of the Swiss system of higher education, the structure of the system, and statistical information concerning the students who enroll in the system, as well as the transition from higher education to work, and aspects of the employment market in Switzerland. Each chapter in this report includes its own reference list. (JB)

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ED 350 963 HE 025 941

Crouch, J. Michael
An Ounce of Application Is Worth a Ton of Abstraction. A Practical Guide to Implementing Total Quality Management.
PUB DATE- 92
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Context; Cultural Influences; Higher Education; Management Development; *Management Systems; Office Management; Organizational Change; Program Implementation; Quality Control; Standards; Vocational Evaluation
IDENTIFIERS- Institutional Conditions; *Total Quality Management

This book explains how to implement a Total Quality Management (TQM) program within an organization focusing in particular on ways to sustain the effort. Part 1 of five offers an overview of the TQM approach and the rationale for adopting it. Topics of discussion include signs of the need for change, what TQM is and what it is not, the basics of implementation and the benefits of the TQM approach. Part 2 focuses on the "Language of TQM" and discusses the definition of quality, the performance standard of TQM, building quality into work, and measuring quality. Part 3, "The Organization of TQM," describes how the organization parallels the existing management structure and implements both a top down and a bottom up mechanism for identifying problems and improvement opportunities. Part 4 covers the practical techniques for into classrooms. The outcomes of the use of different strategies and approaches are reported, and it is concluded that classes modelling technology-supported collaborative group work are more successful with students than with faculty; that faculty members seem to need a combination of small workshops to introduce technology and consultations with technologically sophisticated curriculum experts to attempt using technology in their own courses; that despite sensitivity to gender differences in attitudes toward technology, capturing the faculty's interest in technological integration has been slow to succeed; and that the integration of technological innovation into curriculum only works well when people perceive a need for it. (Contains 5 references.) (ALF)

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ED 350 981 IR 015 791

Jang, Younghee
Cognitive Transfer of Computer Programming Skills and Analogous Problem Solving.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculus; *Cognitive Processes; Higher Education; *Intermode Differences; Learning Laboratories; Learning Strategies; *Lecture Method; Microcomputers; *Problem Solving; *Programing; Programing Languages; Research Design; Statistical Analysis; *Transfer of Training
IDENTIFIERS- Nested Loops; PASCAL Programing Language

This study investigated the cognitive benefits of learning how to program by determining the degree of cognitive transfer of programming skills at a construct level to solving analogous problems in other domains. Subjects, who were students enrolled in four sections of the beginning Pascal programming course and two sections of a calculus course, were assigned to the experimental group or one of two control groups. For both the experimental group (n=42) and the first control group (n=51), the programming course consisted of 150 minutes of lecture and 150 minutes of laboratory per week. Both groups were given instruction in programming and in the language Pascal through lectures and laboratory activities lasting 6 weeks and 4 weeks respectively. Only the experimental group was taught loop and nested loop constructs and the corresponding Pascal codes whose outputs embodied the combination and intersection schema of Piaget. The second control group (n=38) was given instruction in calculus consisting of 200 minutes of lectures per week for 7 weeks. Results showed significant effects of learning the nested loop construct on solving analogous problems in other domains. By using a tracer, the degree of learning of the nested loop construct was positively related to the degree of transfer. Students who scored higher on the achievement test, which was used in determining understanding and mastery of the nested loop construct, scored higher on the transfer posttest than those who scored lower on the achievement test. Students who learned the nested loop construct and who did not perform well on the transfer posttest showed significant improvement after a hint was given. (Contains 7 tables and 32 references.) (Author/ALF)

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ED 350 982 IR 015 793

ED 350 999 IR 015 814

Pyzdrowski, Anthony S.; DeNardo, Anette M.
Creating a Computer Simulator Package for a Hypothetical Computer Architecture.
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Science Education; *Computer Simulation; Computer System Design; Higher Education; Hypermedia; Instructional Effectiveness; Microcomputers; Programing; Student Attitudes
IDENTIFIERS- *Computer Architecture

This paper describes three computer-based simulators developed to support an undergraduate computer architecture course. Using a hypermedia authoring package, a simulator was created for each of the three course content areas: (1) introduction of the hypothetical computer structure--contains a tutorial, a quiz, and a simple program that presents background information and introduces the architecture of the hypothetical machine and the first 11 fundamental machine instructions; (2) presentation of the microsequence operations--includes a quiz section which tests student understanding of concepts; and (3) actual programming of the hypothetical computer--allows students to write and execute programs using a graphical presentation of the program. Results from research on the class indicated that students' responses were favorable to the incorporation of the simulators in the class; students showed lower levels of frustration and a higher level of understanding of abstract materials; students shifted from lecture and classroom questioning on specific items as a means of obtaining information to the consultation of the appropriate simulator to obtain the answer; and the class showed significant improvements. Two figures illustrate sample screens from Simulators One and Two. (ALF)

ED 351 000 IR 015 815

DeNardo, Annette M.; Pyzdrowski, Anthony S.
The Effects of Teaching a Hypothetical Computer Architecture with Computer Simulators.
PUB DATE- 5 Mar 92
NOTE- 8p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; *Computer Assisted Instruction; *Computer Science Education; *Computer Simulation; Higher Education; Hypermedia; Microcomputers; Pretests Posttests; Programing; Research Methodology; *Statistical Analysis
IDENTIFIERS- *Computer Architecture

This paper presents the results of a study on the effects of to insure that vendors comply with the standard. It is concluded that the library's focus should be on linking systems without becoming too concerned about the operating system that a particular system uses. A list of CISC- and RISC-based hardware and compatible operating system software is appended, and a glossary is provided. (KRN)

ED 351 018 IR 054 212

Data Conversion and Indexing: How To Get the Most out of Your Machine-Readable Database. DataResearch Automation Guide Series, Number Two.
PUB DATE- Jan 92
NOTE- 11p.; For other reports in this series, see IR 054 211-213.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Automatic Indexing; *Bibliographic Utilities; *Data Processing; Indexing; *Library Automation; *Machine Readable Cataloging; *Online Catalogs; Services; Subject Index Terms
IDENTIFIERS- *Authority Control (Information); *Data Conversion; MARC; Retrospective Conversion (Library Catalogs)

In today's library environment, the library's most important asset is its machine-readable database. In order to maintain this investment, Data Research Associates provides several comprehensive data conversion services, including retrospective conversion and authority control. For bibliographic records not yet in MARC (machine readable cataloging) format, Data Research offers network cataloging and batch processing services. Network cataloging allows the library to connect to the complete LCMARC database and overlay records manually. If the records contain a numeric search key they can be extracted and run against the LCMARC database for matching. Authority records allow the library to improve the accuracy and consistency of headings used in the bibliographic records. Authority records, most of which have been created and distributed by the Library of Congress, are available for names, uniform titles, series, and subjects. Data Research will take the library's bibliographic records and authorize the database, which will eliminate the variations found within headings that are identical from a content perspective but considered different by the computer. Once the library's database has been authority processed, Data Research can provide online authority verification to keep its file current. To assist with constructing an index, Data Research can also provide a Standard Indexing Table for Bibliographic and Authority Records. (KRN)

ED 351 019 IR 054 213

Successfully Automating Library Consortia: Procedures To Facilitate Governance, Management and Cooperation. DataResearch Automation Guide Series, Number Three.
PUB DATE- 92
NOTE- 9p.; For other reports in this series, see IR 054 211-212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

publishing. The titles of the papers are as follows: (1) "Industrial Information Policies of Developing Countries" (keynote address, Sung Jin Choi); (2) "National Information Policy. Current Trends and Issues--an Australian Experience" (Lawrence Tam and Ian Dickson); (3) "An Information Policy for Hong Kong" (Barry Burton); (4) "A National Information Policy for Indonesia" (B. Sudarsono); (5) "The National Information Policy in Japan" (Nagao Hagiya); (6) "Formulating a National Policy on Library and Information Services in Malaysia" (Oli Hamid); (7) "Papua New Guinea--Case for a National Information Policy?" (Margaret Obi); (8) "A Brief Introduction to National Scientific and Technical Information Policy in China" (Zhang Fenglou); (9) "National Information Policy and the Progress of a National Information System in Thailand" (Nongphanga Chitrakorn); (10) "Changes to Information Demands and Activity in Scientific and Technical Information in USSR's New Economic Situation" (Oleg Shatberashvili and D. Alelishvili); (11) "The Computer versus the Human Brain" (Jacob Leev); (12) "Information for Industry in Thailand" (Nongphanga Chitrakorn); (13) "Information for Industry: The Australian Scene in 1990" (Susan Harvey); (14) "Information for Industry: Definitions, Clarifications and Needs" (Eliahu Hoffman); (15) "Information Dissemination in a Large Industrial Plant" (David Elazar); (16) "National Information Policy--the Availability of CJK (Chinese/Japanese/Korean) Records in the Australian National Bibliographic Network" (invited paper, Geza Kosa); (17) "Electronic Publishing--Status, Trends and Prospects" (Ian Dickson); and (18) "Electronic Publishing in Japan--A Review in 1990" (Naito Eisuke). Also included are the welcoming and opening addresses, recommendations and resolutions passed at the conference, and a list of 14 national delegates representing 11 countries. (KRN)

ED 351 035 IR 054 238

Oliphant, Dave, Ed.
Conservation and Preservation of Humanities Research Collections. Essays on Treatment and Care of Rare Books, Manuscripts, Photography, and Art on Paper and Canvas.
PUB DATE- 89
NOTE- 171p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Books; Higher Education; Humanities; Library Technical Processes; *Repair; *Research Libraries
IDENTIFIERS- Book Binding; *Book Restoration; Book Storage; Inks; *Manuscripts; Paper Deterioration; Rare Books; University of Texas Austin

The 10 essays in this collection describe conservation and preservation projects conducted at the Harry Ransom Humanities Research Center at the University of Texas at Austin. Eight of the 10 essays, each of which is written by a member of the Center's staff, address conservation treatments and issues. Two essays deal with preserving materials by housing and handling them appropriately. The essays are introduced by James Stroud, the Center's Chief Conservator, and all them are accompanied by photographs relating to the problems or processes described. The essays are entitled: (1) "Conservation Treatment of a Bound Manuscript in the Byron Collection" (Karen Pavelka); (2) "'D. H. Lawrence's The First Lady Chatterly': Conservation Treatment of a Twentieth-Century Bound Manuscript" (Carol Sue

NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assembly (Manufacturing); Community Colleges; *Computer Assisted Design; *Computer Assisted Manufacturing; *Experiential Learning; Holistic Approach; Metal Working; Plastics; *Program Implementation; *School Shops; Technical Education; Technical Institutes; Technological Advancement; *Trade and Industrial Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Computer Integrated Manufacturing; Midlands Technical College SC

In 1987, Midlands Technical College (MTC), in Columbia, South Carolina, initiated a Computer Integrated Manufacturing (CIM) project, the Midlands Teaching Factory, LTD, which integrated various college departments with the goal of manufacturing a high quality, saleable product. The faculty developed a teaching factory model which was designed to produce products made of metal and plastic utilizing industrial grade production equipment, and computer hardware, software, and networks. The business department was placed in charge of the management of the facility, transmitting orders received throughout the network to other departments, which then ensured that all of the necessary elements came together on the shop floor. All related problems had to be solved by the faculty, staff, and students, which meant that students had to be very familiar with most parts of production. As of January 1992, the plant had begun to integrate all areas of manufacturing; the central database and the islands of manufacturing had been established, and the facility's first product, an insulated plastic drinking cup for hot or cold beverages with a machined coaster had been selected. The CIM environment emphasizes connectivity and working across platforms, utilizing IBM PC's, DEC 3100's, VAX 3100's, IBM clones, Macintosh computers, and Sun computers. The University of South Carolina, Clemson University, and MTC cooperate in computer-aided modeling, and other cooperative applications involving the CIM facility are being planned. The shop floor layout, network configuration, and software layout are attached. (MAB)

ED 351 053            JC 920 529

Elliott, Diana B.
Community College Faculty Behaviors Impacting Transfer Student Success: A Qualitative Study.
PUB DATE- May 92
NOTE- 312p.; Ed.D. Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Administrator Attitudes; *College Transfer Students; *Community Colleges; Educational Mobility; *Faculty College Relationship; Institutional Mission; Interviews; Qualitative Research; Student Attitudes; Tables (Data); Teacher Attitudes; *Teacher Behavior; Teacher Role; Two Year Colleges; Two Year College Students

A study was conducted to identify the behaviors of community college faculty that contribute to student persistence and transfer. Using individual and group interviews in a grounded theory approach, teacher behaviors were analyzed from the perspectives of students, faculty, and administrators.

weekend closures, limited weekday hours, and insufficient annual local college expenditures on LLRP's; and (7) the survey respondents indicated the need for expanded facilities, given that total square footage of facilities could only accommodate 2.7% of the total systemwide enrollment. A series of recommendations for improving the CCC's LLRP and a review of national trends are included. Appendixes provide an in-depth presentation of survey methodology and findings; a chronology of systemwide LLRP activities undertaken with California State Library funding, 1985-90; and a work plan for the development of the LLRP. (PAA)

ED 351 068 JC 920 546

Guichard, Gus
Student Equity Policy: A Status Report.
PUB DATE- May 92
NOTE- 13p.; Discussed as Agenda Item 8 at a Meeting of the Board of Governors of the California Community Colleges (Livermore, CA, May 14-15, 1992). For a related document, see JC 920 549.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Access to Education; Community Colleges; Educational Legislation; *Educational Policy; English (Second Language); Enrollment Trends; *Equal Education; Fees; *Minority Groups; Nondiscriminatory Education; *Policy Formation; Statewide Planning; Student Costs; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges

Following the introduction of first-time student fees in the California Community Colleges (CCC) in 1984, minority student enrollments decreased markedly. A special statewide symposium was convened by the Board of Governors (BOG) of the CCC, and in 1986 a major policy statement was adopted to improve minority student access and achievement. In addition, a standing Board Committee on Equity and Diversity (BCED) was established in 1989. The BCED subsequently developed a policy document calling for increased emphasis on transfer and retention of underrepresented students; broader provision of English as a Second Language (ESL) and basic skills instruction; and greater representation of such students in occupational education programs. During 1990, two items were developed by the staff of the BOG. The first of these was a preliminary draft of a student equity goals statement, which led to the development of a report outlining what should be included in a comprehensive policy document. In addition, a compendium was developed, listing and describing specially funded projects targeting on student equity goals. In 1991, a significantly revised policy statement on student equity was developed and formally entered into consultation among the various governing councils of the CCC in 1991. The Academic Senate Executive Council proposed significant changes which were entered into the consultation process and a subcommittee of Council representatives developed a consensus statement. A chronology of the consultation process, and the BOG's policy statement are appended. (PAA)

ED 351 069 JC 920 547

Stanley, Patricia; And Others
Amendments to the California State Plan for the Vocational and Applied Technology Education Act.
PUB DATE- Jul 92

year 1991-92. The report includes tables and graphs with information on full-time equivalent (FTE) enrollment by general fund, extension fund, and combined fund; summer 1991 FTE enrollment; FTE enrollment for fall 1990 and fall 1991; FTE enrollment for spring 1991 and spring 1992; full-time versus part-time enrollment for 1991-92; age distribution for fall 1991 for full- and part-time students; enrollment by sex for fall 1991; enrollment by ethnic group for fall 1991; fall 1991 program enrollments by sex in the community colleges and in technical colleges; technical college program enrollments; combined fund geographic distribution; and associate degrees and certificates awarded in 1991 and 1992. Study highlights include the following: (1) the CTC served 48% of all undergraduates in Connecticut in fall 1991; (2) fall 1991 enrollment was 43,788 students and 21,485 FTE; (3) compared to fall 1990, headcount enrollment for fall 1991 decreased by 1.8%, while FTE increased by 1%; (4) compared to spring 1990, headcount enrollment for spring 1992 increased by 3%, while FTE increased by 16%; (5) systemwide, 74% of all students attended part-time in fall 1991; (6) 55% of fall 1991 CTC students were age 25 or older; (7) 67.3% of fall 1991 community college students were women, compared to 15.9% of technical college students; (8) 17.6% of fall 1991 CTC enrollees were minority students, of which 55% were Black and 33% were Hispanic; and (9) 44.1% of all fall 1991 CTC students were enrolled in occupational programs. (PAA)

ED 351 085          JC 920 571

Non-Liberal Arts Curriculum Study. Results.
PUB DATE- 17 Sep 92
NOTE- 37p.; For the liberal arts curriculum study report, see ED 345 780.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *College Credits; *College Curriculum; Community Colleges; Continuing Education; *Courses; Curriculum Research; Higher Education; National Surveys; Tables (Data); Technical Education; Transfer Programs; Two Year Colleges; Universities; *Vocational Education
IDENTIFIERS- *Transfer Rates (College)

In 1992, a national survey was conducted to determine the percentage of the community college curriculum devoted to the non-liberal arts, to develop a taxonomy of non-liberal arts subject areas, and to ascertain the percentage of these courses which were transferable to research universities and comprehensive colleges and universities in five states. Replicating the methodology and using the same source materials as an earlier examination of the liberal arts curriculum, courses were tallied from the spring 1991 course catalogs and class schedules of 164 community colleges. Only those courses with definite times and meeting places were tallied, which excluded such offerings as laboratory, independent, and self-paced courses. A total of 45,360 sections were categorized, and the following 10 major non-liberal arts classifications were identified: Agriculture; Business and Office; Marketing and Distribution; Health; Home Economics; Technical Education; Engineering Technology; Trade and Industry; Personal Skills and Avocational Courses; Education; and Other. The study revealed that non-liberal arts offerings constituted 43.4% of the total 104,565 sections tallied. The Business and Office classification was the largest, accounting for 24.6% of the total non-liberal arts curriculum, while the Home Economics

DESCRIPTORS- *Adolescent Development; *Adolescents; Age Differences; *Attitude Change; Behavior Change; Behavior Theories; Expectation; *Family Problems; *Parent Attitudes; *Parent Child Relationship; Research Needs; Sex Differences

This paper addresses the effects of developmental changes that occur in the transition from childhood to adolescence on parent-child relationships. The first section considers four theoretical approaches to changes in relationships during the transition to adolescence. Noted especially are perspectives regarding the impetus for changes in relationships, the elements of relationships that are most likely to be affected, the course of change, and the significance of changes in relationships for the subsequent development of each person involved. The second section outlines an integrative perspective on the nature of changes in parent-adolescent relations. According to this perspective, physical, social, and cognitive changes in offspring give rise to difficulties between parents and children during the transition to adolescence because the changes violate expectancies that mediate interactions in parent-child relationships. The third section provides an overview of initial findings from research guided by this perspective, including studies of: (1) the role of age in parents' and offsprings' patterns of perceptions of behavior; (2) discrepancies between perceptions of behavior and expectancies regarding typical or ideal behavior; and (3) the linkage of adolescents' and parents' perceptions and expectancies to other aspects of their relationships. The final section covers several issues concerning conceptual and empirical advances in the understanding of adaptation to ontogenetic change in parent-adolescent relationships. A reference list of 92 items is provided. (AC)

ED 351 103 PS 020 729

Greenberg, Katherine H.
Cognitive Enrichment Network Overview.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *Cultural Differences; Disadvantaged Youth; Elementary Education; *Elementary School Students; Learning Problems; *Relevance (Education); *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Cognitive Enrichment Network; Feuerstein (Reuven); *Mediated Learning Experience

This article discusses the Cognitive Enrichment Network Model (COGNET) of elementary school instruction developed at the University of Tennessee at Knoxville. This model is largely based on the theory of mediated learning experience (MLE) developed by Israeli psychologist Reuven Feuerstein, which posits that learning is closely connected to cultural values and that children who feel culturally alienated often have a difficult time learning. The COGNET model focuses children's attention on the connections between school learning and their world view. The model is unique because of: (1) its mediated approach to connecting school learning to the real world; (2) the fundamental methods for learning that are taught to children; and (3) the enabling way in which assistance is provided. Using teaching methods based on a model of 10 "building blocks of thinking" and 8 "tools of independent

Thinking

In an effort to ensure that the arts receive equity with other areas of study, this paper presents an argument for the value of arts education in children's development. The argument is based on the work of four experts: (1) Nelson Goodman, who held that symbols are indispensable to communication, and that children's capacity for acquiring symbolization skills has implications for curriculum development; (2) Jerome Bruner, who examined modes of symbolic thinking, some of which are associated with the creation of art: (3) Maxine Greene, who provided a rationale for fostering children's use of imagination; and (4) Elliot Eisner, who maintained that the arts are cognitive activities. The argument is also based on neuropsychological research that indicates that verbal and mathematical thinking are associated with the left hemisphere of the brain, and that the right hemisphere is responsible for artistic endeavors. Art education develops the right hemisphere and provides a balance to traditional education, which is weighed in favor of the left. A 12-item bibliography is provided. (BC)

ED 351 123 PS 020 845

Veale, Ann
Making Meaning with Eyes and Hands.
PUB DATE- Jun 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Childrens Art; *Curriculum Development; Educational Theories; Foreign Countries; Imagination; Play; Preschool Education; *Visual Arts; *Young Children
IDENTIFIERS- Australia; *Eisner (Elliot W); *Italy (Reggio Emilia)

In light of criticisms that many early childhood programs fail to engage children's minds, this study suggests that children need programs in which they can: (1) explore experience in visual ways; (2) experience aspects of different cultures; (3) extend their thinking; and (4) develop their imagination. That art and play can provide suitable vehicles for these endeavors is suggested by curriculum theorist and art educator Elliot W. Eisner, and exemplified by the Reggio Emilia preschool art program in Italy, which encourages and records the long-term creative activities of children for the children's own later review. Exposure to family memorabilia, for example, can help stimulate children's visual experiences and heighten their sense of perception. Australian children also need to become aware of the various cultures of Southeast Asia and the art that those cultures have produced, so that the children can experience aspects of the cultures of nearby peoples. Early childhood art programs need to encourage children to become involved and absorbed in mind-engaging work for extended periods of time, so that they can edit and perfect their work and transform original ideas into imaginative variations. (MDM)

ED 351 124 PS 020 846

Veale, Ann
Arts Education for Young Children of the 21st Century.
PUB DATE- Mar 92
NOTE- 12p.
LANGUAGE- English

PUB DATE- Dec 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Cultural Differences; *Educational Technology; English (Second Language); English Instruction; Grade 7; Grade 8; History Instruction; *Integrated Curriculum; Junior High Schools; *Middle Schools; *Multicultural Education; Self Esteem; Social Studies; Team Teaching
IDENTIFIERS- *MacMagic Program; *San Rafael City Schools CA

This report evaluates the second year of the MacMagic program at Davidson Middle School in San Rafael, California. The program uses Macintosh computers, video cameras, tape recorders, and other related technology in a team teaching environment to enhance thinking and learning in an integrated English, history, and multimedia course. Children from different cultural backgrounds, and with differing abilities and perspectives, work together toward shared goals and rely on each other for instructional support as each tries to master new technological hurdles. Observations of an eighth grade class that was taught through this method indicated that the MacMagic program was different from other English and history classes because it was built on: (1) a definite approach to teaching; (2) the use of complementary staff expertise through team teaching; (3) the opportunity to use additional time for instruction and student work; (4) a constant attempt to tailor class assignments and instructional interactions to encourage student interest and motivation; and (5) a set of instructional tasks that vary in their cognitive, social, and procedural complexity. The MacMagic program also provides significant support for students whose first language is not English through its focus on group activities, multimedia technology, and small classes. (MDM)

ED 351 144 PS 020 925

Prenatal Drug Exposed Children: Support for Classroom Teachers.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Programs; *Drug Abuse; Elementary Education; Elementary School Students; *Elementary School Teachers; Federal Programs; *High Risk Students; *Inservice Teacher Education; *Prenatal Influences; Prevention; Resource Materials; State Programs
IDENTIFIERS- *California; *Fetal Drug Exposure

This report is designed to assist teachers in California who work with children who have been exposed to drugs before birth by providing these teachers with a catalogue of sources for support and information about how to reach and teach the children, and how to anticipate and confront behavior problems. The report contains a list of 30 federal, state, regional, county, city, school district, and other programs that can aid teachers. Each entry contains the name of the agency or program, a short description of its activities, and a telephone number to call for more information. A list of six publications is also provided. Six appendixes to the report provide: (1)

Hyle, Adrienne E.
Barriers to Change: Reflections on an Experience.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; *College School Cooperation; Communication Problems; *Controversial Issues (Course Content); *Cultural Differences; Educational Strategies; Elementary Secondary Education; Faculty Development; Group Dynamics; Higher Education; *Inservice Education; Politics of Education; Program Development; Program Evaluation; Small Schools; Teacher Education
IDENTIFIERS- *Course Development

This study examines a semester-long cooperative project between a university and local school district. A six-member Oklahoma State University faculty team worked to develop a training course for teachers at a small, rural school district of predominantly Native-American students. Conflicts and contradictions emerged during the process regarding plans, world views, roles and relationships, educational intervention, questions of change, and the purpose of the course itself. For school faculty members, the program was a means to obtain graduate-level course credit; for administrators, it fulfilled state staff-development requirements; and for others, it meant greater professional status. The university team began with a multicultural, student-based educational approach, and attempted group decision-making. School personnel, predominantly Anglo-American, desired change only on their traditional cultural terms, which were largely different from their Native students. Political rifts emerged. The project achieved no lasting changes in educational content or delivery, although the university team did gain "local" (experiential) knowledge. It is recommended that researchers have a good understanding of the school environment before initiating similar partnership projects. Positive educational reform also depends on better understanding of the interplay between local and research knowledge. (TES)

ED 351 163 RC 018 840

Cockrell, Karen Sunday
Voices of Native America: A Native American Community's Perception of Home/School Communication.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; American Indian Culture; *American Indian Education; *Communication Problems; *Cultural Differences; Educational Finance; Elementary Secondary Education; Intercultural Communication; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Qualitative Research; Rural Schools; Tribal Sovereignty
IDENTIFIERS- Native Americans

left Northern Territory (Australia) urban and Aboriginal secondary schools during 1988. The Northern Territory Department of Education and various institutions provided information on the background and destination of these students. It was possible to find information relating to only 63% of all students leaving urban schools, while it proved impossible to find a definitive figure for the number of students who left Aboriginal schools. The study indicates the following: (1) 2,559 students left urban schools in 1988; (2) 53% were students who were in their last year of school, 19% left school during or at the end of grade 10, 22% left during or at the end of grade 11, and 6% left before grade 10; (3) employment was the prime destination for the majority of urban school leavers, with further study being the second most frequent destination; (4) 40% of Aboriginal school leavers were employed under the Community Development Employment Program, with 38% taking up full-time employment; and (5) 81% of Aboriginal students who were not in full-time postsecondary education were unemployed. This study suggests areas of possible intervention including career counseling beginning in grade 8 and establishing more training opportunities for girls. This report contains numerous graphs and tables illustrating survey results. (LP)

ED 351 181 RC 018 863

Fenwick, Carolyn; Huang, Zheng Sen
Results of the Primary Assessment Program for 1990 in Urban and Aboriginal Schools. Research and Evaluation Reports. Report 3/1991.
PUB DATE- 91
NOTE- 59p.; Report presented at the Meeting of the Rural Education Research Association (Alice Springs, Northern Territory, Australia, February, 1992). For a related report, see RC 018 860.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Educational Testing; Elementary Secondary Education; Foreign Countries; Indigenous Populations; *Mathematics Achievement; *Program Evaluation; *Reading Achievement; Rural Education; Student Evaluation; *Test Results
IDENTIFIERS- Aboriginal People; *Aboriginal Schools (Australia); *Australia (Northern Territory)

This report gives the 1990 results of the Primary Assessment Program (PAP). The program monitors achievement in reading and mathematics in urban and Aboriginal schools in the Northern Territory (Australia). It provides feedback to schools on the performance of their students in basic skills and provides indicators of performance for public reporting. Since 1986 tests have been administered in reading, writing, and mathematics for urban and Aboriginal schools annually. The target groups were students at grade 5 and 7 in urban schools and grades 5 to post-primary in Aboriginal schools, and students of secondary-aged Community Education Centres. The following results were generated by the study: (1) grade 5 students in urban schools found the mathematics test relatively easy, with 38% of all questions falling in the easy category compared to 25% in the very difficult category; (2) grade 7 students in urban schools found the mathematics test relatively difficult, 17% of all questions were in the easy category compared to 32% in the very difficult category; (3) results of

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Beginning Reading; Biology; *Content Area Reading; Earth Science; *Educational History; Educational Research; Literary History; *Nineteenth Century Literature; Physical Sciences; *Reading Materials; Science Education History; *Science Instruction; Textbook Research; Textbooks; United States History
IDENTIFIERS- *McGuffey Readers; Nineteenth Century History

In 19th century America the textbook for reading, or "reader," was predominant as the learning tool for young children. Science selections in these readers introduced students to their first formal science instruction. This paper presents an analysis of the science used in 19th century popular readers. Through a synthesis of expert opinion, the most popular readers (n=46) occurring in 20 year intervals were selected, and then analyzed for quantity of science (by page and by article), content of science (biology, earth science, and physical science), and for how science was used. Results indicate that the average percentage of pages devoted to science in the readers during the 19th century was 17.8. The amount of science peaked in the middle of the century. It is suggested that the inclusion of more science in the readers reflected the growing popularity of science in society; however, a push to make reading more literary was in part responsible for the decrease in science observed in readers at the end of that century. The percentage of science selections that were biological in nature steadily increased and the percentage of earth science topics steadily decreased. Science selections in the readers were presented in a variety of formats, including: didactic explanations, dialogues, stories, poetry, and questions with answers. (Contains 26 references.) (PR)

ED 351 199 SE 053 352

Beckmann, Shelley L.
FUTURES with Jaime Escalante: Development of a Successful, Research-Based Instructional Video Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Awareness; Career Choice; Educational Media; *Educational Television; Elementary Secondary Education; Instructional Material Evaluation; Instructional Materials; Material Development; *Mathematical Applications; Mathematics Education; *Mathematics Instruction; *Production Techniques; Role Models; Science Careers; Scientific Concepts; Student Attitudes; Student Interests; Student Motivation; *Videotape Recordings
IDENTIFIERS- Career Barriers; Connections (Mathematics); Escalante (Jaime); *FUTURES with Jaime Escalante

"FUTURES with Jaime Escalante" is an educational video series aimed at increasing interest in mathematics. The series of 12 videotapes is aimed at junior high and early high school students and demonstrates that mathematics is a prerequisite for many careers. The series seeks to change students' attitudes toward mathematics and defuse the ideas that mathematics is uninteresting and unappealing by presenting role and discussed. (DB)

ED 351 219 SO 022 290

Groennings, Sven, Ed.; Wiley, David S., Ed.
Group Portrait: Internationalizing the Disciplines.
PUB DATE- 90
NOTE- 482p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Objectives; Geography; Global Approach; Higher Education; History; *Intellectual Disciplines; *Interdisciplinary Approach; International Education; *International Studies; Journalism; Philosophy; Political Science; Psychology; Sociology; Undergraduate Study
IDENTIFIERS- *Global Education

This book presents a collection of essays in seven academic disciplines on the topic of international perspectives in those academic fields. The disciplines represented are geography, history, political science, sociology, psychology, journalism and mass communication, and philosophy. The book includes the following essays: "Higher Education, International Education, and the Academic Disciplines" (Sven Groennings); "Geography and International Knowledge" (Association of American Geographers); "Culture and Nationality" (Marvin W. Mikesell); "Technology as a Central Theme for World History" (L. S. Stavrianos); "Commonly Articulated Goals for World History Courses" (Kevin Reilly); "Politics: American and Non-American" (Suzanne Berger); "Cutting Across the Institutional Grain: the Study of Political Parties" (Leon D. Epstein); "How Can We Get There from Here? Thoughts on the Integration of American and Comparative Politics" (Susanne Hoeber Rudolph; Lloyd I. Rudolph); "The Bifurcation of American and Non-American Perspectives in Foreign Policy" (Ole R. Holsti); "Teaching International Relations to American Students" (George H. Quester); "Teaching How to Ask Questions about International Relations" (Robert O. Keohane); "Sociology's Great Leap Forward: The Challenge of Internationalization" (Edward A. Tiryakian); "Sociology for Undergraduates: Social Systems as World Systems, World Systems as Historical Systems" (Immanuel Wallerstein); "The Deparochialization of American Sociology" (J. Michael Armer); "Cross-Cultural Psychology" (Harry C. Triandis; Richard W. Brislin); "Psychology in Its World Context" (Roger W. Russell); "American Psychologists and Psychology Abroad" (Virginia Staudt Sexton; Henryk Misiak); "Annotated Bibliography of Materials to Add an International Dimension to Undergraduate Courses in Developmental and Social Psychology" (Judith Torney-Purta); "Integrating International Perspectives into the Research Methods Course" (L. John Martin); "Covering the World from Villages" (Richard Critchfield); "Learning from African Models" (Sharon M. Murphy; James F. Scotton); "The Case of the Athenian Stranger: Philosophy and World Citizenship" (Peter Caws); "Reflections on the Mutual Benefits of Philosophical and Global Education" (Anita Silvers); "Overcoming Ethnocentrism in the Philosophy Classroom" (Ofelia Schutte); "Socrates, Meet the Buddha" (David A. Hoekema); and "A Bibliography: International Perspectives in the Undergraduate Curriculum." (DB)

ED 351 220 SO 022 299

Social Studies. Curriculum Frameworks for Grades 6-8 Basic

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; *Grade 3; *Interdisciplinary Approach; Learning Activities; Natural Sciences; *Plants (Botany); Primary Education; Social Sciences; *Social Studies; United States History; Units of Study

This five day unit, designed specifically for the third grade level, integrates the social and natural sciences. The unit introduces students to how plants were used in the past, and how they are used today. It also incorporates critical thinking skills that will encourage students to explore how plants will play a role in our future. The first lesson introduces students to how the first settlers, the Pilgrims, brought plants with them to the new world. The second lesson discusses how the Native Americans helped the Pilgrims by introducing them to the native wild plants. Lesson 3 explores how settlers used plants as medicine. Lesson 4 is about how the early settlers used plants for household use. Lesson 5 includes a test on the unit, and introduces students to the important role that plants will play in the future. (DB)

ED 351 240 SO 022 441

McLaughlin, John, Ed.
National and State Arts Education Services. A Guide.
SPONS. AGENCY- Metropolitan Life Foundation.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 87
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art Education; Educational Resources; Elementary Secondary Education; *National Organizations; Organizations (Groups); *State Agencies

Information about 191 art education organizations is provided in this guide. The entries are arranged in six sections: State Arts Agencies, State Departments of Education, State Arts Education Alliances, National Arts Education Associations, National Arts Service Organizations, and National Education Associations. Each entry includes the organization's name, address and telephone number; the principal arts education contact and other staff involved in arts education activities; a brief statement of arts education goals; the annual operating budget and the proportion devoted to arts education; the arts education services and publications provided; and the different art forms served. (DB)

ED 351 241 SO 022 445

Readiness for Peace--Readiness for the Future. Reprints and Miniprints No. 743.
PUB DATE- Apr 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Citizenship Education; Educational Philosophy; *Educational Research; Futures (of

addressed were: (1) what topics will students be able to pursue as they engage in opportunities to read and discuss trade books that focus on social studies issues; and (2) which issues are better handled through instruction led by the teacher? The study was conducted in an urban school, within two classrooms, one a fourth/fifth-grade split and the other a fifth-grade classroom. Observations were conducted during discussions centered around historical fiction. Early in the unit, students read books about Japanese people and animals before, during, and after the bombing of Hiroshima and Nagasaki. Later in the unit students read about Europe during World War II. The data collected included a series of transcripts of students' oral discussions, field notes, and interviews. Student discussions are analyzed in order to determine the degree to which students had developed certain social studies skills and knowledge. The following skills and knowledge areas are among those on which the study focused: map-reading skills, knowledge of cultural differences, knowledge of weapons, identification with main characters, and empathizing with cultural differences. Findings revealed that (1) students often introduced issues included within the social studies curricula based on their own interests; (2) students were capable of expanding ideas within the Book Club groups; (3) teachers need not dominate student interactions to insure that they comprehend important issues; and (4) instructional support could have furthered students' understanding of some key issues related to social studies education. A list of 52 sources is appended. (DB)

ED 351 263 SO 022 637

Mambo, Marjorie; Wheatley, Susan
Curriculum Design: Whole Language through Music and Art.
PUB DATE- 92
NOTE- 80p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Curriculum Design; Curriculum Development; Educational Research; Elementary Education; Interdisciplinary Approach; Learning Theories; *Music Education; Units of Study; *Whole Language Approach

The pilot project described in this report involved the development of an integrated art and music curriculum model for elementary grades. In this discussion, an example of one integrated unit is described for each of grades one through six. The curriculum units are centered around literary or musical themes that incorporate a variety of interdisciplinary experiences. The themes for each grade that were chosen for the pilot project were: Grade 1, Trains; Grade 2, African animal tales; Grade 3, Native American cultures; Grade 4, Venice in Italy; Grade 5, The Far East; and Grade 6, American folk genres. The students involved in the project seemed to learn a great deal from their experiences through the integrated units. A 56-item bibliography and four appendices are also included. Appendices, which make up the greater part of this document, contain: (1) Curriculum outline; (2) Dramatic scripts; (3) Music: lesson plans and music examples; and (4) Art: lesson plans and color photographs. (DB)

ED 351 264 SO 022 639

Milwaukee

This discussion of an urban professional development school (PDS) partnership between Milwaukee Public Schools (Wisconsin) and University of Wisconsin-Milwaukee documents changes made and experienced by teachers, particularly changes related to moving from an ineffective basic skills approach to reading, in a school context focused on student deficits, to an approach to literacy which emphasizes experimentation, growth, and risk-taking as part of school culture. Thirty-four teachers were interviewed to identify the kinds of changes they were implementing and their perceptions of changes in students and the school as a whole. Findings are reported on three topics: patterns of teacher change, schoolwide change, and student change. The reading program's primary goals were to develop positive attitudes toward and interest in reading and to increase time spent reading. The core of the PDS partnership was supporting good literacy teaching through building multiple levels of interconnected, reciprocal support among teachers, university faculty, university students, children, parents, and administrators. The web of support included mentoring beginning teachers, an on-site reading methods course for preservice teachers, and activities to help practicing teachers master a new instructional paradigm that seeks to develop an integrated language arts program where instruction is embedded in authentic reading materials and writing in the context of authentic tasks. (IAH)

ED 351 286          SP 034 023

Moriarty, Dick
From Administrative Theory and Practice to Sport and Lifestyle Management: Past, Present and Future.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; *Athletics; Certification; Elementary Secondary Education; Foreign Countries; Health Promotion; Higher Education; *Lifestyle; *Management Development; *Physical Education; Physical Fitness; Professional Development; *Program Administration; Program Development
IDENTIFIERS- *Sport Management

The field of sport and lifestyle management (SLM) includes three major eras which parallel cycles of conflict or stages of growth, development, and decline outlined in research. A review of relevant literature and examination of the situation in both Canada and the United States indicate that in the future SLM should return to a goal of service and provide a program that would enable it to realize full growth from an occupation to a profession. The stages included in Wilensky's "Chronological Life History of a Profession/Discipline" (1970) are related to DLM: (1) demonstrating that a substantial number of people are doing full-time activity; (2) establishing training schools; (3) founding professional associations; (4) conducting political lobbying; (5) developing codes of ethics; and (6) accrediting, certifying, and licensing. SLM managers can contribute as administrators, educators, and change agent researchers to service a broader target population in the areas of recreation, leisure, fitness, and athletic/sport organizations. The paper makes recommendations for the future of SLM based on a study by the American Assembly of Collegiate Schools of Business. SLM and physical and health education physical education program in a regular high school. This paper describes a project designed to begin a peer tutoring program to promote positive interactions between high school students and their peers with severe mental and physical disabilities; to cultivate higher self-esteem and a greater sensitivity on the part of all students regardless of abilities or disabilities; and to foster responsibility, confidence, and pride for all students. Peer tutor training, offered as a 1-year credit course, was open to all students. Copies of the following course materials are incorporated into this document: (1) a course selection guide description and information sheet; (2) a course syllabus; (3) a list of readings; (4) class schedule; (5) projects; (6) a parent permission slip for peer tutors to leave campus to actively participate in training; (7) an initial and a final student survey; (8) a student evaluation form for the peer tutoring program; (9) a peer tutoring grade sheet, with explanation; and (10) a peer tutor's communication sheet. (Contains 23 references.) (LL)

ED 351 305            SP 034 127

Weinstein, Mark, Ed.; Oxman-Michelli, Wendy, Ed.
Critical Thinking: Language and Inquiry across the Disciplines. Proceedings of the Annual Conference of the Institute for Critical Thinking (Upper Montclair, New Jersey, 1988).
PUB DATE- 89
NOTE- 504p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Curriculum; *College Instruction; Context Effect; *Critical Thinking; *Educational Practices; Higher Education; *Intellectual Disciplines; Interdisciplinary Approach; Language Usage; Perspective Taking; *Undergraduate Study
IDENTIFIERS- *Inquiry Role Approach; Montclair State College NJ
This conference focused on critical thinking, language, and inquiry across the disciplines through the perspectives of scholars and practitioners within a variety of academic disciplines. This volume reflects the thoughts of 48 authors representing 20 academic fields; it is divided into two main parts. The first part is composed of papers that address the theory of critical thinking and consists of seven sections: (1) Plenary Papers entitled "The Role of Reason in (Science) Education"; "Creative Inquiry: Critical Thinking in the Disciplines"; and "Critical Thinking across the Disciplines"; (2) Critical Thinking and Basic Theory; (3) Critical Thinking and Informal Logic; (4) Critical Thinking and Inquiry; (5) Critical Thinking Theory: Contemporary Issues; (6) Critical Thinking in the Disciplines; and (7) Critical Thinking and Teaching. The second part on critical thinking and educational practice is concerned with the application of critical thinking to undergraduate education and consists of four parts: (1) Critical Thinking and Collegiate Pedagogy; (2) Engaging Students in Critical Thinking Tasks in Academic Courses; (3) Pedagogical Approaches to Critical Thinking and Language; and (4) Critical Thinking and Language Contexts. (LL)

ED 351 306            SP 034 128

Oxman-Michelli, Wendy, Ed.; Weinstein, Mark, Ed.
Critical Thinking: Focus on Social and Cultural Inquiry. Proceedings of the Annual Conference of the Institute for Critical Thinking (Upper Montclair, New Jersey, 1989).

Student Misbehaviour"; (5) "Encouragement: The Subtle Giant"; (6) "Development of Responsibility in Students: Self-Discipline"; (7) "Group Dynamics: Integrating a Class"; (8) "Mastery Learning: A Preventative Approach to Discipline"; (9) "Adolescence"; (10) "Teacher Stress: A Cognitive View"; and (11) "Conflict Resolution in Teaching." (LL)

ED 351 324 SP 034 161

Bensley, Loren B., Jr.; Pope, A. J.
Self Study Instrument for Program Review of Graduate Programs in Health Education.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; *Degrees (Academic); Educational Assessment; *Graduate Study; *Health Education; *Health Promotion; Higher Education; Occupational Safety and Health; Program Evaluation; Public Health; *Self Evaluation (Groups); Surveys

This self-study instrument is designed to review graduate programs in health education and health promotion. Information collected can be utilized to assist administrators and faculty to properly assess the status of their specific programs (school health, community health, public health, health promotion/worksite health promotion, other) and degree programs (doctoral, specialist, masters, other). The instrument has been constructed so that each question requires checking of the appropriate option, with space provided for comments. At the present time, there are no criteria to determine if a graduate program meets acceptable standards. Questions are organized as follows: (1) Demographics Section; (2) Program Goals and Objectives; (3) Graduate Student Recruitment; (4) Admission Requirements; (5) Curriculum of the Program; (6) Faculty; (7) Library Resources; (7) Facilities and Equipment; (8) Student Advising; (9) Support for Graduate Faculty; (10) Requirements for Comprehensive Examination; (11) Availability of Graduate Student Stipends; and (12) Program Delivery. (LL)

ED 351 325 SP 034 171

Tom, Alan R.
Restructuring Teacher Education. Fastback 325.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Educational Trends; *Education Courses; Higher Education; Politics of Education; Preservice Teacher Education; *Program Design; *Teacher Education Programs
IDENTIFIERS- *Goodlad (John I); Reform Efforts; *Structural Change

This booklet focuses on reform of the professional portion of initial teacher preparation. Following an introduction entitled "Professional Education Under Attack," the booklet is organized into three sections. The first section evaluates the validity of four common criticisms of professional education of teachers, including those made by proponents of the academic reform model. These criticisms include claims that education courses are vapid, segmented, impractical, and directionless. The second section presents three reform proposals: the

English Plus. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education; *Bilingualism; Civil Liberties; Constitutional Law; Cultural Differences; English (Second Language); Federal Legislation; Language Planning; *Language Role; *Official Languages; *Public Policy; *Second Languages
IDENTIFIERS- English Only Movement; *English Plus Movement; ERIC Digests

Recent efforts to make English the only official language of the United States have spurred an "English Plus" language advocacy movement, based on the belief that all U.S. residents should have the opportunity to become proficient in English and one or more other languages. For non-native English speakers, this means opportunity to acquire proficiency in English and maintain proficiency in their native language(s). Proponents view cultural diversity as a strength. The "Official English" movement seeks to make English the official language of the U.S. by passing a constitutional amendment, repealing bilingual voting requirements, reducing funding for bilingual education, enforcing English language and civics requirements for naturalization, and expanding English language learning opportunities. The movement is spearheaded by two groups, "English First" and "U.S. English." The Official English movement has gained considerable attention but little success at the federal level. However, 16 states have constitutional amendments or statutes making English the official language. The English Plus movement has provided a means for advancing policies supporting linguistic pluralism on state and local levels, and it has received endorsement in counties and municipalities around the country. (MSE)

ED 350 885 FL 020 893

Myths and Misconceptions about Second Language Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Age Differences; Child Language; *Cognitive Ability; Elementary Secondary Education; *Language Attitudes; *Learning Processes; Learning Strategies; *Second Language Learning; *Second Languages; Speech Skills; *Teacher Expectations of Students
IDENTIFIERS- ERIC Digests

Research on second language learning has shown that several myths about how children learn languages exist. Among these mistaken ideas are that: (1) children learn second languages quickly and easily; (2) the younger the child, the more skilled he will become in acquiring a second language; (3) the more time students spend in a second language context, the more quickly they learn the language; (4) children have acquired a second language once they can speak it; and (5) all children learn a publication of the statement in December 1986. Among the changes in the statement is the inclusion of a non-exhaustive list of conduct which has great potential to be deemed sexually harassing. The booklet provides a brief review of the legal landscape upon which it was drafted. The policy statement itself is followed by discussions concerning the importance of developing a campus program on sexual harassment, the key components of an effective program, what the definitions of sexual harassment are, grievance procedures required, and the guidelines for program development on college campuses. The booklet concludes with a list of 16 resource persons who are willing to consult with others on the development of policies, procedures, or programs dealing with sexual harassment; and a list of selected resource materials (25 citations). (GLR)

ED 350 905 HE 025 881

Institutional Liability for Alcohol Consumption. A White Paper on Institutional Liability for Consumption of Alcohol and Drugs on Campus.
PUB DATE- Aug 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Abuse; Colleges; College Students; Court Litigation; Drinking; *Drug Abuse; Federal Legislation; Higher Education; *Legal Responsibility; *Policy Formation; School Policy; *School Role; *Student Behavior; Student Rights; Universities
IDENTIFIERS- Proposed Legislation

This paper focuses on four functions common to colleges and universities that can be a source of liability when plaintiffs seek to impose on the school duties of care relating to alcohol or drug abuse: the college's limited role (1) as supervisor of student conduct; (2) as property owner; (3) as seller of alcohol; and (4) as "social host." The requirements of the Drug Free Schools and Communities Act Amendments of 1989 and special considerations that apply in the case of student drug abuse are addressed. Recent cases are evaluated to highlight the standards that courts are applying to determine whether a "duty of care" exists and the facts that have supported determinations of liability. Finally the paper discusses points that colleges and universities may wish to consider in determining whether their existing policies warrant review and revision. Specific discussions include the considerations needing to be addressed when considering meeting the Act's minimum requirements; going beyond these minimums; and the problems associated with efforts at enforcing the policy such as student rights to privacy and due process. (GLR)

ED 350 906 HE 025 882

Sandler, Bernice Resnick
Success and Survival Strategies for Women Faculty Members.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- May 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-

were shaped through a synthesis of the Student Senate's general work, open forums, research into past University documents and interaction with members of the University community on a daily basis. The first section contains a discussion of the academic program and in particular the Liberal Arts and Sciences Curriculum with serious concerns expressed about the effectiveness of the current Core curriculum in achieving the goal of a liberal arts and sciences education. A discussion of the classroom experience covers learning beyond the classroom as well. A section on faculty addresses instructional requirements, benefits, and advising and registration. Facilities are assessed in the following section. A section on student services treats student government, student organizations, student union, career planning and placement, student health services, and athletics. Residential living and student body composition have their own sections. The next section discusses fostering a continued "renaissance" in the community a a whole. A penultimate section offers concluding remarks, and recommendations are summarized in a final section. A 12-item bibliography is included. (JB)

ED 350 925 HE 025 903

Faculty Member's Handbook. Strategies for Preventing Alcohol and Other Drug Problems. The College Series.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 91
NOTE- 66p.; For a related document, see HE 025 904.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *College Faculty; *Drug Abuse; Educational Environment; Federal Programs; Health Education; Higher Education; Intervention; Prevention; Teacher Influence; *Teacher Role

This handbook for higher education faculty is designed to inform them of the nature and extent of alcohol and other drug abuse on the nation's campuses and to enlist their involvement in responding to these problems. Based on the premise that each individual can make a difference, the faculty member is encouraged to help shape the campus environment in important ways that discourage alcohol and drug use. Chapter 1, "The Scope of the Problem," gives statistics and trends that depict what is happening on campuses today. It also describes federal efforts to prevent drug and alcohol abuse. Chapter 2, "What Faculty Members Can Do," lists eight specific actions a faculty member can take to bring the issues into the classroom. Chapter 3, "When You Are Concerned About Someone You Know," contains information that faculty members will need to take action when a problem strikes close to their classrooms or homes. Chapter 4 summarizes key points made in the handbook. The appendix contains information on different sources for policy statements and information about self-help groups and includes a series of tables and figures that reveal more about drug problems on American campuses. (JB)

ED 350 926 HE 025 904

Program Administrator's Handbook. Strategies for Preventing

DESCRIPTORS- Adolescents; Alcohol Abuse; Children; *Continuing
  Education; Drug Abuse; *Educational Needs; Ethnic Groups;
  Graduate Medical Education; Health Programs; *Health Promotion;
  Higher Education; *Medical Education; Minority Groups; National
  Surveys; Physicians; Professional Education; *Substance Abuse;
  *Undergraduate Study
IDENTIFIERS- Primary Prevention

This report contains the recommendations of the Physician Consortium for significantly improving medical education and training to enhance the physician's role in early identification, treatment, and prevention of substance abuse. In addition, the consortium subcommittees report on their examination of substance abuse treatment needs of ethnic and racial minority groups and on the unique training needs that are especially germane to the care of adolescents and children. Recommendations address the need for changes in undergraduate medical education, graduate medical education, and continuing medical education; they also focus special attention on the concerns of adolescents and children and the multicultural issues in substance abuse education and training of physicians. The report concludes with background information on the problems of substance abuse in general and on certain specific substances--cocaine, marijuana, alcohol and tobacco products--in particular. Contains 32 references. (GLR)

ED 350 945          HE 025 923

Hunt, E. Stephen, Ed.
Professional Workers as Learners. The Scope, Problems, and
  Accountability of Continuing Professional Education in the
  1990s.
PUB DATE- Sep 92
NOTE- 226p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Collected Works - General (020)
DESCRIPTORS- Accountability; Accounting; Case Studies;
  *Continuing Education; Cooperation; Educational Assessment;
  Educational Quality; Foreign Countries; Governance; Higher
  Education; Instructional Effectiveness; *Professional
  Development; *Professional Education; *Professional Personnel;
  Research
IDENTIFIERS- Europe

This monograph presents six papers that analyze the current state of research and practice in continuing professional education. Papers address: (1) the problems confronting effective research and policymaking presented by the diverse and unorganized nature of the continuing professional education enterprise; (2) what is known concerning the learning and teaching experience in continuing professional education, paying particular attention to the ways that have been tried to assess learning and educational effectiveness in such programs; (3) the state of regulation, governance, and quality assurance in continuing professional education and the relationship of these issues to questions of finance and whether such education is mandatory or voluntary; (4) whether collaboration and cooperation exist across professional and provider boundaries and, if so, what motivates it; (5) the state of continuing professional education in Europe, especially the United Kingdom, France, Germany, and the Netherlands; and (6) how one accounting firm in particular, and the accounting profession in general, has approached the design, delivery, and assessment of continuing professional education. Appendices include the American accomplishing the task of implementing an organization-wide continuous improvement effort. Part 5, the final section, discusses different strategies for implementing TQM, touches on common mistakes and misconceptions about TQM that inhibit its application, and suggests ideas for tailoring the TQM process to individual organizations. An appended reference section offers examples of measures by functional area, examples of unquality (error) costs by functional area, the premise of TQM, a definition of participative management and a concordance. (JB)

ED 350 964 HE 025 943

Robbins, Rebecca L., Ed.
The NEA 1993 Almanac of Higher Education.
PUB DATE- 93
NOTE- 182p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collective Bargaining; College Faculty; Conferences; Court Litigation; Educational Finance; Faculty Fellowships; Faculty Organizations; Federal Aid; Federal Legislation; *Higher Education; Professional Development; State Aid; Teacher Salaries; Unions
IDENTIFIERS- *Almanac; *National Education Association

This 1993 Almanac of the National Education Association for the higher education sector offers, for the first time, faculty salary data, as well as a review of the year, a listing of resources, and analysis of policy developments. The faculty salary report analyzes the current state of academic salaries by rank and type of institution, and places this compensation data in historical perspective. The "Review of the Year" section begins with charts that compare bargaining and nonbargaining faculty salaries, state appropriations for higher education, and federal spending for higher education. This section also looks at 1992 campus trends throughout the country, higher education legislation, supreme court decisions, and a selected bibliography of higher education books. The "Resources and References" section lists schedules of upcoming academic meetings, prices and ordering information for higher education journals and reference aids, and current fellowship sources for faculty in higher education. The final section reprints the National Education Association's policy statements, resolutions, and legislative programs for the 103rd Congress. Also included is information on standing committees, advocacy groups for higher education, and a listing of higher education bargaining units that includes a listing of faculty and other professional and support personnel. (JB)

ED 350 965 HE 025 944

Sullivan, Michael F.
Total Quality Management (TQM) in Higher Education.
PUB DATE- 2 Feb 92
NOTE- 20p.; Paper presented at "The Changing World of Faculty Work" Conference (St. Paul, Minnesota, February 20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Guidelines To Provide Uniform Wiring Service for Telecommunications in North Carolina Public Schools. Version 1.1.0.
PUB DATE- 2 Jul 91
NOTE- 40p.; For a related guide, see ED 348 970.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cable Television; Check Lists; Communications Satellites; *Educational Facilities Design; Educational Technology; *Electric Circuits; Elementary Secondary Education; Facility Planning; *Facility Requirements; Guidelines; Radio; Reference Materials; School Buildings; *Structural Elements (Construction); Telecommunications; *Telephone Communications Systems
IDENTIFIERS- Analog Television; Electrical Wiring

The purpose of these guidelines, intended for the North Carolina public school administrator, the building architect, and the builder, is to facilitate the planning and installation of uniform wiring in a building regardless of the type of equipment that will ultimately be installed. This approach will allow for flexibility in curriculum applications, instructional and administrative management, personnel changes, space utilization, and equipment migration and updates. These guidelines cover: (1) telecommunications (voice, data, and video) wiring requirements; (2) electronic and non-electronic equipment and performance requirements for radio frequency distribution systems; and (3) minimum building standards for mechanical and electrical plans and specifications. Part 1 presents the baseline requirements for cabling; cable paths; telecommunications closet; cross connect requirements; and lightning and surge protection. This part also cites three relevant references: "Minimum Checklist for Mechanical and Electrical Plans"; "State Telecommunications Office Guidelines"; and "Primer for Public School Administrators on Uniform Wiring Service for Telecommunications." Focusing on value-added (option) requirements, Part 2 contains information on voice communication systems; analog-RF-television; satellite delivered television; and television set mounting brackets. Also provided are a list of persons to contact for assistance in applying these guidelines to individual situations and eight diagrams. (ALF)

ED 350 983 IR 015 794

Byers, Patricia Longwell
Improved Computer Technology Skills for a Middle School Faculty through Inservice Training.
PUB DATE- May 92
NOTE- 102p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Software Evaluation; Cooperative Learning; Course Evaluation; Courseware; *Inservice Teacher Education; Junior High Schools; *Local Area Networks; *Microcomputers; *Middle Schools; Pretests Posttests; School Surveys; Teacher Improvement; Teaching Methods

This practicum was designed to assist the personnel of a middle using 3 simulators with 14 computer science majors enrolled in an undergraduate computer architecture course. Three ability groups (high, medium, and low) were formed based on the students' quality point averages for prior computer science courses. Analyses of data from a pretest, a posttest, instructor-prepared achievement tests following each of the simulators, programming assignments, and survey results showed: (1) no significant differences among the three groups on the pretest and posttest scores; (2) only the low and medium ability groups showed significant performance gains from pretest to posttest; (3) the use of the simulators equalized the student performance in the three ability groups; (4) nonsignificant differences on both programming assignments for all ability groups; (5) positive student attitudes toward and perceptions of the use of simulators; and (6) student perceptions that the simulators made learning about computer architecture more concrete, and helped in writing and understanding programs and microsequences of instructions. Suggestions for further research are presented including using larger samples, different methodology for defining the ability groups, and the use of qualitative interviews to ascertain student perceptions. Six figures present the results of the various statistical analyses. (Contains 5 references.) (ALF)

ED 351 001 IR 015 817

Boekhorst, Albert K.; Groot, Tineke
Giraffe, a Computer Assisted Instruction Programme.
PUB DATE- Jun 92
NOTE- 4p.; Paper presented at the European Conference on Educational Research (Enschede, The Netherlands, June 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Bibliographic Databases; *Computer Assisted Instruction; Foreign Countries; Higher Education; *Information Retrieval; Information Seeking; *Library Instruction; Online Searching; *Online Systems; User Needs (Information)
IDENTIFIERS- *GIRAFFE (Computer Program)

In 1989 a two year collaborative project, CAI (Computer Assisted Instruction) & Humanities, was initiated between the Faculty of Arts and IBM Netherlands during which General Information Retrieval All Faculties For Bibliographic Education (GIRAFFE), a program for the retrieval of information on general bibliographies, was developed. The program, designed for use by students, employees of universities, and visitors to university libraries, is intended to inform users of bibliographic databases that might fulfill their information needs, and to give them insight into the organization of bibliographic databases and systems. The computer was found to be an efficient teaching device for the task of bibliographic information retrieval because of its ability to react to the immediate needs of the individual students, provide help and supplementary information, and act as an aid to any user interested in finding information in any bibliographic databases. (Contains 4 references.) (ALF)

ED 351 002 IR 015 818

Ciolfi, Quentin P.

DESCRIPTORS- *Consortia; Data Processing; Library Automation; Library Expenditures; *Library Networks; *Library Planning; Machine Readable Cataloging; *Online Catalogs; Personnel Needs; *Policy Formation; *Shared Library Resources; Staff Development

Sharing a local automated library system will generally reduce the costs of automation for each participating library and will facilitate the sharing of resources. To set up a consortium, libraries must first identify and agree on governance issues and methods for dealing with these issues. Issues range from ownership, management, and location of the computer system to funding and staff training. Governance issues should revolve around policy issues. Once the policy issues have been addressed, they can be implemented by a consortium manager. The job of the manager is to provide services following policies established by the consortium policy board. There are a number of ways that consortium members can pay for the purchase of a system and such operating costs as hardware and software maintenance, telecommunication charges, supplies, staff, and staff benefits. Whatever allocation method is chosen, it should reflect all of the costs of the consortium. (Allocation formulas are included.) Since any computer system has a useful life of 3-5 years, the member libraries should plan for system replacement. Because it impacts telecommunication costs, the physical location of the system needs to be carefully considered. Determining how the database will be built is another important issue. Regardless of the automated system being used, funding a trainer to provide on-going training for changes in software, the use of new software, and preparing new library staff members is key to the success of the program. (KRN)

ED 351 020 IR 054 215

Expert Meeting on the Training of Information Users in Higher Education (Espoo, Finland, August 13-17, 1990). Final Report.
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developed Nations; *Developing Nations; Foreign Countries; Higher Education; International Programs; Library Automation; *Library Instruction; Library Skills; National Programs; *Universities; *User Needs (Information)

The purpose of this meeting was to solicit input for action on the topic of training information users in higher education with special reference to the needs of developing countries. Two documents which had been prepared to form the basis for discussion were introduced: a report of a survey that had investigated what was being done in selected areas to highlight significant achievements; and a working document which set out a summary of the main issues in user education, indicated recent developments in the changing environment consequent on technological development, and made proposals for action. Experts were invited to make additional proposals and to indicate priorities. Representatives of 12 of the 13 countries attending the meeting then presented information about user education in their countries--China; Colombia; Denmark; Finland; India; Jamaica; Morocco; Norway; the Philippines; Sweden; Trinidad and Tobago; and Zimbabwe. These presentations were followed by discussions on the rationale for user education; the target groups for this education; the main categories of user education; and the various methods of

Whitehouse); (3) "Conservation of the Burned Fragments in the William Faulkner Collection" (Ellen Weir) (4) "A Summer Internship in Paintings Conservation" (Jill Whitten); (5) "Treatments of Five Nineteenth-Century Cloth Case-Bound Books" (Mary C. Baughman); (6) "Conserving Art for Traveling Exhibition: Treatment of a Storyboard" (Sue Murphy); (7) "The K-118' Binding Structure: A 500-Year-Old Experiment for Modern-Day Book Conservation" (Bruce Levy); (8) "Henry Peach Robinson's 'Bringing Home the May': Conservation Treatment of a Nineteenth-Century Albumen Print" (Barbara Brown) (9) "Housing, When and Why" (Frank Yezer); and (10) "The General Libraries Preservation Program: A Preliminary Report" (Ellen Cunningham-Kruppa). Notes on the contributors and a list of recent publications of the Harry Ransom Humanities Research Center are included. (KRN)

ED 351 036 IR 054 239

McCook, Kathleen de la Pena; And Others
The Context for Planning: A Report to the Jackson-George Regional Library System.
PUB DATE- Mar 92
NOTE- 322p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Interviews; Library Collection Development; *Library Networks; Library Personnel; *Library Research; Library Role; *Long Range Planning; *Public Libraries; Questionnaires; Regional Libraries; Tables (Data); Telephone Surveys; Trustees; User Needs (Information); *Use Studies

This report describes a study of the Jackson-George Regional Library (JGRL) System, which serves a 2-county area in Mississippi with a population of 131,918. The purpose of the study, which built on the planning and administration goals identified in "Planning for Progress: The Long Range Plan of the Jackson George Regional Library," was to provide a framework that the eight-library system could use to change roles and set new directions. This report is divided into four major sections following a brief opening section that describes the organization of the report. The second section, which makes up the major part of the report, presents the results of a telephone survey of 453 persons that collected information on demographics, media ownership, and library use or non-use. It is noted that the most significant findings of the telephone study were: residents appear to seek out the library in the system that best meets their needs, regardless of location; non-use because of sight and mobility problems indicates a need to promote services for handicapped persons; and newspapers were found, by far, to be the best means of publicizing library programs. The telephone survey was supplemented by a face-to-face survey administered to 202 people at four Wal-Mart stories, also described in section 2. The next major section identifies mechanisms used to build staff and trustee confidence in the planning process and analyzes responses to the JGRL System Staff and Trustee Surveys that focus on the library role, effectiveness, and performance. Section 4 reviews other internal studies and surveys, and the fifth and last section analyzes collection performance, including turnover rates of collection categories and collection and circulation proportions. Copies of survey instruments and numerous tables of survey data are included. (KRN)

Interviews with transfer students who were currently enrolled at or had recently graduated from a university (n=40) were conducted through small focus groups and by phone, while faculty (n=21) and administrators (n=16) from three community colleges were interviewed on a one-to-one basis. Three core categories emerged as foundations for explaining faculty behaviors: (1) in the perceptions of all three groups, the faculty perform their roles in a context characterized by conflict, arising from the colleges' emphasis on achievement, from the diverse levels of preparation of their students, and from their own low status within the higher education hierarchy; (2) the interactions of all three groups require negotiation and flexibility; and (3) community college faculty function in relationship to four perceived roles (i.e., managers of learning, models of the profession, members of the college community, and bearers of academic standards). The study concluded that faculty react to the tensions between academic quality and open access in ways that tend to emphasize one mission over the other, selecting their position based on several influential factors. An extensive literature review, implications for further study, data tables, and a 208-item bibliography are included. (MAB)

ED 351 054          JC 920 530

Forgotten Minorities: Rural Americans and the Colleges That Serve Them. Report on AACC National Agenda Priorities from the Commissioner on Small/Rural Community Colleges.
PUB DATE- Nov 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; *Community Colleges; *Economic Development; Educational Policy; Job Development; Job Training; Labor Force Development; Mission Statements; Policy Formation; Position Papers; *Rural Areas; *Rural Education; Rural Schools; *School Community Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- American Association of Community Colleges

Proactive steps should be taken at the national level to ensure that rural America receives educational and economic opportunities comparable to those provided to the nation's urban regions. This report, by the American Association of Community Colleges' (AACC's) Commission on Small/Rural Community Colleges, details policy and administrative recommendations related to AACC's national agenda priorities. First, a discussion is provided of rural America's social problems, dispelling some common misconceptions about rural life and demographics. Next, general policy recommendations are reviewed, stemming from the Commission's suggestion that the AACC have one comprehensive concern that affects all Americans: economic viability for the nation, through the preservation of existing jobs, as well as the creation of new jobs in the manufacturing, agriculture, service, and information sectors of the economy. The policy and administrative recommendations adopted by the Commission in its October, 1992 meeting are then provided under the following headings: (1) Advocacy, including specific recommendations concerning economic development, tax and finance, and general education initiatives in rural areas; (2) Research, including several specific recommendations related to the development and operation of an information center for the community college movement, and to the

NOTE- 57p.; Discussed as agenda item 5 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 9-10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Compliance (Legal); Educational Administration; *Educational Legislation; Educational Planning; Educational Policy; *Federal Legislation; Federal Programs; *Federal State Relationship; State Action; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California; *Carl D Perkins Voc and Appl Techn Educ Act 1990

The Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) of 1990 modified the allocation of federal resources to support vocational education. The intent of the law was to provide support for program improvement and to ensure access for students from special populations. The California State Plan (CSP), designed to meet the requirements of the VATEA, was approved by the U.S. Department of Education and published in April 1992. In May 1992, public hearings on proposed amendments to the CSP were held. The proposed amendments addressed the following eight areas: (1) Core Measures and Standards; (2) Division of Title II, Part C, Funds Between Secondary School Programs (Section 231) and Postsecondary and Adult Programs (Section 232) Purposes; (3) Waiver Request for Distributing Postsecondary and Adult Vocational Programs (Section 232) Funds; (4) Use of Funds for Technical Assistance from Title III, Part A, State Assistance for Vocational Education Support Programs by Community-Based Organizations, and Title III, Part E, Technical-Preparation Education Programs; (5) Section 225, Programs for Criminal Offenders; (6) California Department of Education State Program and State Leadership Funds, Partnership Academies; (7) Estimated Grant Award Revisions; and (8) Process To Amend the CSP. The amended CSP was submitted to the Department of Education in June 1992. This report reviews each area of the CSP in which changes have been proposed, summarizing testimony received during the public hearings; provides copies of correspondence accompanying the proposal to ED; and presents a copy of the changed sections of the CSP. (PAA)

ED 351 070 JC 920 548

The Basic Agenda: Policy Directions and Priorities for the Nineties (Revised July 1992). Draft.
PUB DATE- Jul 92
NOTE- 21p.; Discussed as agenda item 13 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 9-10, 1992). For the previous edition, see ED 332 768.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *College Programs; Community Colleges; *Educational Finance; *Educational Policy; Educational Quality; Educational Trends; Futures (of Society); Governance; Governing Boards; *Institutional Mission; Labor Force Development; *Long Range Planning; Policy Formation; Remedial Programs; *Statewide Planning; Transfer Programs; Two Year Colleges; Vocational Education

classification, which did not include consumer service related offerings, accounted for only 0.2%. Individual analyses of the transferability of non-liberal arts courses are provided for California, Texas, Illinois, North Carolina, and Florida. (MAB)

ED 351 086          JC 920 572

The Letters Program in Florida Community Colleges. Summative Review.
PUB DATE- Nov 92
NOTE- 88p.; Cover title: Letters Instruction: Program Review Report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College English; College Faculty; *Community Colleges; Curriculum Evaluation; *English (Second Language); *English Curriculum; *English Instruction; English Literature; Policy Formation; Program Effectiveness; Program Evaluation; Questionnaires; Speech Instruction; *State Standards; State Surveys; Summative Evaluation; Two Year Colleges; Two Year College Students; Writing (Composition)
IDENTIFIERS- *Florida

A state-level summative review of the Letters Program of Florida's 28 community colleges was undertaken to examine issues that affect the program's leaders and planners, to make recommendations for policy changes and funding priorities, to identify areas of need, to observe trends, and to highlight thematic concerns among division/department chairs and faculty within the letters division. For the purposes of the review, the term "Letters" referred to all English, composition, speech, and literature courses. A survey of Letters Division/Department chairs was conducted at 55 campus sites statewide, yielding an 80% response rate. In addition, interviews were conducted with chairs and faculty of four selected community colleges. This report provides an overview of the review process as well as detailed results. An analysis of issues emerging from the review, as well as a series of 17 recommendations, are presented under the following headings: (1) access; (2) assessment; (3) articulation; (4) curriculum; (5) instruction; (6) faculty; (7) students; (8) special students/special programs; (9) multiculturalism; and (10) the Division of Community Colleges. Two major concerns, students' lack of preparation for college-level work, and the colleges' inability to meet effectively the needs of the growing numbers of learning disabled and English-as-a-Second-Language students, are highlighted in a summation of the review. Appendixes include a list of the recommendations and of advisory committee members; the survey instrument; related data tables; and a selected bibliography. (MAB)

ED 351 087          JC 920 574

Cohen, Arthur M.
Calculating the Rate of Transfer from Community Colleges to Public Universities in California. A Report to the California Policy Seminar.
PUB DATE- Dec 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)

learning," the COGNET program instills in children the desire and ability to learn how to learn. The program has been used in schools in Tennessee, Montana, Michigan, and Washington, and by educators in Belgium and Holland. Studies indicate that low-income children enrolled in the COGNET program for several years show significant improvement in math and reading compared to similar children who are not in the program. (MDM)

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ED 351 104 PS 020 731

Profilet, Susan M.; Ladd, Gary W.
Mothers' Perceptions and Concerns about Their Preschool Children's Progress in Peer Relations.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; *Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Influence; *Peer Relationship; *Preschool Children; Preschool Education; Preschool Teachers; Prosocial Behavior; Sex Differences; *Social Development

A study was conducted to develop reliable measures of parents' perceptions or concerns about their children's progress in the domain of peer relations, and to assess the relationship between perceptions of progress and concerns. The study sample consisted of 62 white, preschool children (34 girls and 28 boys) and their mothers and teachers. Participants were recruited from 14 child care centers in Indiana and Illinois. A home visit was scheduled with each family to obtain measures of mothers' perceptions of progress, perceived parental control over the child's behavior, perceived difficulty of affecting change in the child's behavior, and concerns. Mothers were asked to complete a questionnaire about their policies for informal peer play activities in the home, and to report on their child's peer contacts outside of school. Teachers were asked to rate children's classroom social behaviors and peer relations on the Preschool and Kindergarten Teacher Rating Scale. It was found that girls were viewed as being more advanced in peer relations than boys. For both genders, mothers of preschoolers saw their children as more sociable than prosocial. Although the level of concern reported by mothers in the sample was not high, when higher levels of worry were reported, these were more often associated with children's sociability than with their prosocial behavior. Mothers were particularly concerned about behaviors that they saw as difficult to influence and control. Mothers who held a high opinion of their child's sociability worried less, and tended to be more involved in their child's informal play activities, than mothers with lower opinions of their child's sociability. A 20-item bibliography is included. (AC)

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ED 351 105 PS 020 742

Diffily, Deborah
Kindergartners' Concept of Author: Comparison between a Developmentally Appropriate Classroom and a Traditional Classroom.
PUB DATE- Aug 92
NOTE- 14p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Activities; *Art Education; Cultural Background; Cultural Education; *Curriculum Design; Early Childhood Education; Foreign Countries; *Play; *Young Children
IDENTIFIERS- Aboriginal People; *Australia; *Multiple Intelligences

This paper discusses the role of art in the education of young children, particularly in Australia. The first section reviews H. Gardner's theory (1983) that children need to be provided with opportunities to develop multiple forms of intelligence, one of which is intelligence relating to art. The value of play in children's education as put forward by various researchers, notably E. W. Eisner (1990) is also stressed. The second section of the paper examines the role of cultural activities in a society. It is maintained that children's art-making activities, and their learning about aesthetic values, are parts of the process of becoming educated. It is also emphasized that Australian citizens are to have a well-balanced view of their cultural heritage, Australian education must give a major place to Aboriginal art. The third section discusses theories, especially those of Vygotsky, that support a pedagogy based on play. The fourth section studies the educational context of children's artistic activity. Also considered are researchers' ideas about the connection between visual imagery, imagination, and education, and about the ability of raw sensory experience to stimulate the imagination of children. A 20-item bibliography is provided. (BC)

ED 351 125 PS 020 847

Every Child Ready for School: Report of the Action Team on School Readiness.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Health; Disadvantaged Youth; Economic Impact; Educational Benefits; *Educational Objectives; Educational Policy; *Evaluation Criteria; *Learning Readiness; Parents as Teachers; Policy Formation; Position Papers; Preschool Education; Program Descriptions; Public Policy; *School Readiness; State Programs; *Young Children
IDENTIFIERS- *National Education Goals 1990

Designed to guide preschool reform efforts and stimulate widespread interest and involvement, this publication calls for statewide, systemic reform to provide a continuum of community-based, family-centered, prevention-oriented services to children and their families. The publication begins by identifying the factors that enhance school readiness. Benchmarks are suggested for states to use as measures of their progress toward the national education goal that "all children in America will start school ready to learn" by the year 2000. These benchmarks include the percentage of: (1) children between the ages of 0 and 5 participating in public and private preschool and child care programs; (2) children participating in accredited programs or programs meeting comparable state standards; (3) eligible children enrolled in Head Start and public preschool programs; (4) communities with family support and education services; (5) low-birthweight babies; (6)

information about the U.S. Department of Health and Human Services Office for Substance Abuse Prevention's National Resource Center; (2) a copy of the California Association of School Psychologists' position paper, "Children Prenatally Exposed to Substances"; (3) information about the Special Education Innovation Institute; (4) a list of California's 21 regional centers that help individuals obtain health and social services; (5) a copy of a position statement entitled, "California's Critical Need for Services for Drug-Exposed Infants and Their Care Providers"; and (6) a list of 72 resource agencies and organizations provided by the Clearinghouse for Drug Exposed Children. Four overheads for presentation of material in the report are attached. (MDM)

ED 351 145 PS 020 928

Baker, Betty Ruth
Children and Transition Time.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (43rd, Tulsa, OK, March 23-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Early Childhood Education; Songs; *Teaching Methods; *Young Children
IDENTIFIERS- *Transitional Activities; Transition Management

Daily transitions in early childhood centers and classrooms include periods when children are completing one activity, preparing to begin a new activity, and moving from place to place in a room or building. Transition activities involve teaching techniques that prepare learners to listen, relax, sit down, move between locations or activities, and apply their learning. Criteria to consider when planning transition activities include the purpose and length of the activity, activities that precede and follow the transition activity, materials needed, space available, and the amount of teacher direction required. Activities suggested for transition times relate to children's: (1) arrival at the center; (2) cleaning up and putting away materials; (3) preparation for activities; (4) relaxation; (5) need for quiet times; (6) preparation for listening; and (7) movement from place to place. A list of songs for the teacher and children to sing during transition times is provided. (BC)

ED 351 146 PS 020 930

Hohensee, Julie Bisson; Derman-Sparks, Louise
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bias; *Childhood Attitudes; Class Activities; *Classroom Environment; Cooperative Learning; Cultural Differences; *Curriculum Development; Early Childhood

This study examined the process of parent-school communication from the perspective of Native American parents in a consolidated, rural school district. The multi-model qualitative study used participant observation, open-ended interviews, and document collection to focus on the relatively wealthy, rural consolidated district, encompassing three communities. The results show that Native American parents perceived communication with school personnel to be almost nonexistent. School personnel most often made contacts with parents for disciplinary or health-related reasons. Many Native American parents therefore viewed the nature of school contacts as hostile and discriminatory. They believed the communication process flowed one way: from school administrators to parents. Differences in communication styles also hindered communication. The data produced five perceived types of communication barrier: (1) distrust of schools among Native Americans; (2) racial tension; (3) maintenance of tribal identity; (4) Native American dependency on government; and (5) Native community's isolation from the community at large. Beliefs, attitudes, and educators' actions are more influential on education and the communication process than school financing. An ethnocentric cultural view, as it is imposed upon educational institutions, prevents inclusion of culturally different people. Native Americans should be actively engaged in the identification of educational problems and the search for solutions. (TES)

ED 351 164 RC 018 841

Bold Warrior, Sherman
For the Administrator: Realities for the Native American and Education.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; American Indian Culture; *American Indian Education; *American Indian History; Cultural Differences; Cultural Pluralism; Educational Change; Educational History; *Educational Strategies; Elementary Secondary Education; *Federal Indian Relationship; Multicultural Education; *Racial Discrimination
IDENTIFIERS- Native Americans

For historical, cultural and sociological reasons, the American Indian's own perspective has been missing from the discussion on Indian education. Historically, White American government, education, literature, and entertainment have all played roles in the annihilation of Native communities and cultures. As children, Midwestern Indians born approximately between 1895 and 1920 were taken from their families and put into special federal schools. For them, and for many of their descendants, elements of White culture was seen as oppressive and untrustworthy. With fear, illiteracy, and poverty, American Indians rejected the dominate White society and its education institution. The idea of education was never foreign to Native Americans, however. Education enabled them to live very well in their own world. To Indians, education is a very personal means of promoting their societal and personal survival, not by greed, but by selflessness, generosity, and courage. White educational strategies have increasingly alienated Native the mathematics questions for students in Aboriginal schools were well distributed in three categories of difficulty; (4) students in grades 5 and 7 in urban schools did not find the reading tests difficult; and (5) Aboriginal students found the reading tests to be moderately difficult. This report provides tables and graphs presenting the percentage of correct answers for each test item, distribution of test scores, and means for subtests. Appendices include sample test items used in PAP. (LP)

ED 351 182 RC 018 864

McCue, Gerald
Where Did They Go? Northern Territory 1989 School Leaver Destinations. Report 4/1991.
SPONS. AGENCY- Australian Dept. of Labour and Administrative Services.
PUB DATE- 91
NOTE- 44p.; Report presented at the Meeting of the Rural Education Research Association (Alice Springs, Northern Territory, Australia, February, 1992). For the 1898 study, see RC 018 862.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Work Relationship; *Employment; Employment Opportunities; Foreign Countries; Higher Education; *High School Graduates; High Schools; *High School Students; Postsecondary Education; Rural Education; *Rural Schools; Sex Differences; Surveys; *Urban Schools
IDENTIFIERS- Aboriginal People; *Aboriginal Schools (Australia); *Australia (Northern Territory)

This report presents a survey of students 15 years or older who left Northern Territory (Australia) urban and Aboriginal secondary schools during 1989. Telephone surveys were conducted with participants and mail questionnaires were used when telephone contact was not possible. Of the 1,971 students in grades 10, 11, and 12 who left urban and Aboriginal schools during or at the end of the 1989 school year, 62 percent were located to participate in the study. Results of the study suggest: (1) few females went on to higher education; (2) a high number of students resumed their education in other states in Australia; (3) 69 percent of school leavers moved into a destination of their choice; (4) students cited reasons associated with school progress and dissatisfaction with school as their reason for leaving; (5) females were represented most in the clerical and salesperson/personal service worker categories and males were represented most in the laborers and apprenticeship classifications; and (6) more students reported having left school to take up an apprenticeship course than for any other reason. Response from rural Aboriginal schools was low (only 49 school leavers responded) and 29 percent did not state a reason for leaving school and 27 percent gave completion of post-primary education as their reason. None of the respondents went on to any form of higher education or training. A large number of Aboriginal students reported that they did not find work after leaving school. (LP)

ED 351 183 SE 052 265

Guthrie, Janice M.
Proportional Reasoning in the Solution of Problems in High School Chemistry and Its Impact on Developing Critical Thinking Skills.
PUB DATE- Jun 91

models that communicate mathematics in a way that stimulates student interest. This report describes the perceived needs that inspired the series, how the series was conceptualized, production of the series, evaluation of its impact on teachers and students when utilized, how the series is disseminated to the intended audience, and plans for further development to improve and expand the series based on research evaluating its effectiveness. Research evaluating the series indicated that FUTURES effected long-term improvements in student attitudes towards mathematics, science, and careers. Appendices to the report include: (1) a statement of public recognition of Jaime Escalante; (2) a description of the Outreach Network; (3) a list of organizations endorsing FUTURES and sample letters of endorsement from these organizations; (4) a summary of student response to the FUTURES presentation pilot; (5) a summary of teacher response to the FUTURES video workshop; (6) a sample of the FUTURES Teacher Survey; and (7) a research summary of the FUTURES student survey. (Contains 37 references.) (MDH)

ED 351 200 SE 053 361

Geddes, Dorothy
Geometry in the Middle Grades. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 5-8.
PUB DATE- 92
NOTE- 99p.; For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, ED 344 776-778, ED 344 783, SE 053 380, and SE 053 420.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abstract Reasoning; Computer Assisted Instruction; Courseware; Discovery Learning; *Discovery Processes; Elementary School Mathematics; Enrichment Activities; *Geometric Concepts; Geometric Constructions; Geometry; Intermediate Grades; Junior High Schools; Learning Activities; Mathematical Applications; Mathematical Enrichment; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Spatial Ability; Symmetry; *Thinking Skills; Transformations (Mathematics); Visualization
IDENTIFIERS- Geoboards; LOGO Programing Language; *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics); Quadrilaterals (Mathematics); Reflections (Mathematics); van Hiele Levels

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics" (the "Standards"), provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. This book, one in a series designed to interpret and illustrate how the vision could be translated into classroom practice, addresses issues and concerns about teaching and learning geometry and spatial thinking in relation to implementing the Standards. Not intended as a geometry curriculum, the book presents different approaches to some geometry topics and provides a sample of 22 activities organized into four sections: Two- and Three-Dimensional Geometry Concepts; Relationships among Properties of Shapes Including Angle Sums; Transformation Geometry; and Enrichment Topics. An introduction provides the rationale for the book and describes how the van Hiele model of thinking in geometry is incorporated into the activities. Using an investigative approach, the activities encourage students to

Programs. 1990 Edition. Volume VIII.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Course Content; Cultural Education; Geography Instruction; Grade 6; Grade 7; Grade 8; History Instruction; International Studies; Junior High Schools; Law Related Education; Middle Schools; *Outcomes of Education; *Social Studies; State Curriculum Guides; State History; Student Educational Objectives; United States History
IDENTIFIERS- *Florida

This guide provides descriptions of the social studies courses that are offered in Florida schools for students in grades six through eight. Specifically, the guide presents broad guidelines for course content and outcomes and is intended to assist educators in developing specific instructional plans for given subject areas. The guide is designed to ensure instructional consistency within academic disciplines among Florida's middle/junior high schools. The following types of social studies courses are covered in the guide: United States history, Florida history, geography, social studies, civics, law studies, and world cultures. The curriculum framework for each course contains three sections. The first, headed "Major concepts/content," provides a statement of the purpose of the course and a listing of the course topics or content. Items in the second section, "Intended outcomes," describe the knowledge and skills the students are expected to have once the course has been successfully completed. The third category, "Special note," provides additional information about a course such as legal requirements, laboratory activities, or exploratory guidelines. (DB)

ED 351 221 SO 022 316

Education for Humanistic, Ethical/Moral and Cultural Values: Final Report of a Regional Meeting.
PUB DATE- Sep 91
NOTE- 135p.; Final report of the Regional Meeting on the Promotion of Humanistic, Ethical and Cultural Values in Education (Tokyo, Japan, June 12-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Cultural Education; *Curriculum Development; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; *Humanistic Education; *International Education; *International Educational Exchange; Moral Values; Nonformal Education; Units of Study; Values Education
IDENTIFIERS- *Asia Pacific Region

This report stems from a meeting of representatives of countries in the Asia Pacific region concerned with the development of strategies for strengthening content relating to humanistic, ethical, and cultural values in formal and non-formal education. The following countries were represented: Australia, Bangladesh, China, India, Indonesia, Japan, Lao People's Democratic Republic, Malaysia, New Zealand, Pakistan, the Philippines, Republic of Korea, Sri Lanka, Thailand, and Viet Nam. Comprised of four chapters, the report's first chapter includes summaries of each country's report of its own

Society); Global Approach; *International Education; *Peace; Teaching Methods; World Affairs
IDENTIFIERS- *Peace Education

The project group, "Preparedness for Peace," carries on research and development work on peace education and related aspects of the internationalization of school teaching. This publication lists examples of reports and other documents from this work and some related earlier projects of the Malmo School of Education in Sweden. The list also includes some reports and other documents related to the work of PEC (the Peace Education Commission of the International Peace Research Association), published by the Malmo School of Education. English translations are provided for Swedish language publications. (DB)

ED 351 242 SO 022 446

Schuster, J. Mark Davidson
The Audience for American Art Museums. Research Division Report #23.
PUB DATE- 91
NOTE- 66p.; For a related document, see SO 022 447.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Art; *Art Activities; *Arts Centers; *Audience Analysis; Audiences; Museums; *National Surveys; Public Policy
IDENTIFIERS- *Survey of Public Participation in the Arts

This study uses data from the 1985 Survey of Public Participation in the Arts (SPPA) to explore the composition of the audience for art museums and art galleries in the United States. Organized into four parts, part 1 reports that when asked if they had visited an art museum or art gallery in the 12 months preceding their 1985 SPPA interview, 22 percent of the adult population said that they had. The report goes on to present art museum participation rates across a variety of demographic variables--income, education, age, gender, race, geographic distribution, and occupation. This section also compares the 1985 SPPA participation rates with those of the Americans and the Arts Studies, and with participation rates from Great Britain, France, Sweden, and Quebec. A statistical model designed to predict the probability of attendance based on demographic factors also is developed in part 1, but this model's low predictive ability leads to the conclusion that other variables need to be examined. Part 2 of the report focuses on three SPPA socialization questions that are most likely to be linked to attendance at art museums: whether or not, and at what ages, the respondent had ever taken lessons in the visual arts; whether or not, and at what ages, the respondent had taken art appreciation classes; and whether or not, and the frequency with which, parents had taken the respondent to museums. An analysis of these questions reveals that all three of these factors show a strong relationship with increased attendance. Part 3 of the report examines unsatisfied demand and barriers to attendance. Part 4 presents a profile of the museum audience and examines how the demographic characteristics of the SPPA respondents are distributed among the museum audience and how this audience profile compares to the profile of the general population. An appendix that presents the mathematical results from the three logit analyses (a variation of regression analysis) that were conducted with the SPPA museum attendance data also is included. (DB)

Lebo, Marybeth
An Examination of Technology in the Art Classroom: An Annotated Bibliography.
PUB DATE- Jun 92
NOTE- 80p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; *Art Education; *Computer Uses in Education; *Curriculum Development; Educational Equipment; Educational Research; Educational Technology; Elementary Secondary Education; Instructional Materials; Teaching Methods

This study features an annotated bibliography of journal articles that emphasize the use of computers in the art curriculum. The annotations are grouped into four categories: technology in the classroom; restructuring school for educational technology; the impact of technology; and preparing for the year 2000. The study also includes background on the study, a glossary, a summary, conclusions, recommendations, and a bibliography. (DB)

ED 351 265 SO 022 653

Scott, John W., Ed.; Seidman, Laurence, Ed.
Folksong in the Classroom. A Network of Teachers of History, Literature, Music, and the Humanities, A Newsletter. Volume XII, Fall-Spring 1992.
PUB DATE- 92
NOTE- 98p.; For volume 11, numbers 1-3, see ED 340 627.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Birds; Civil War (United States); Cultural Education; Educational Resources; Elementary Secondary Education; *Folk Culture; Immigrants; Instructional Materials; Laborers; *Music Education; *Songs; War
IDENTIFIERS- *Folk Music; Ireland

"Folksong in the Classroom" is a newsletter of a network of teachers of history, literature, music, and the humanities. Each issue contains songs, background information, classroom activities, and ideas for teachers to use in integrating folksongs into their teaching. Three issues of "Folksong in the Classroom" are included in volume 12. The fall 1991 issue, titled: "Fowls of the Air: Wild and Domesticated," includes the words, music and background information to the following songs: I Will Give My Love a Cherry; Little Bird; The Cuckoo; The Lark in the Morning; The Three Ravens; The Grey Goose; Shule Aroon (Come, My Love); and The Praties They Grow Small. The winter 1992 issue is titled: "Irish Immigration through Its Songs and Ballads." The words, music and background to the following songs are included: The Jackets Green; Caitilin Ni Uallachain; Brennan on the Moor; Roddy McCorley; Shtaradahdey; Mrs. McGrath; The Praties They Grow Small; The Farmers' Cursed Wife; Working on the Railway; and The Jug of Punch. The spring 1992 issue is titled: "The Civil War through Its Songs and Ballads." The words and music and background to the following songs are included: Old Abe Lincoln; The Dissolution Wagon; Northern Bonny Blue Flag; The Mississippi Volunteers; Johnny Is My administration needs professionally trained, competent physical educators, with administrative expertise in theory and practice, who recognize the long-term benefits of gaining professional status for their occupation. (Contains 39 references.) (SM)

ED 351 287 SP 034 034

Ariza-Menendez, Maria
Interns' Assessment of Teachers: Perceived Usefulness of Developmental Feedback.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Supervision (of Teachers); College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Feedback; Inservice Teacher Education; Preservice Teacher Education; *Student Evaluation of Teacher Performance; *Student Teaching; *Teacher Attitudes; Teacher Education Curriculum; Teacher Interns
IDENTIFIERS- *Dade County Public Schools FL; Ford Foundation Clinical Supervision Program; *Preservice Teachers; Professional Development Schools

Five Dade County (Florida) public schools (three elementary schools, one middle school, and one high school) served as clinical training centers in the Ford Foundation Clinical Supervision program. Characteristics of the program include: (1) shifting of primary responsibility for supervising internships for preservice teachers from the universities to classroom teachers who serve as clinical supervisors; (2) emphasis on selection, training, and resources for clinical supervisors; (3) a rigorous 4-week training program which precedes actual supervision of interns; and (4) extension of the internship to a full-year program that includes daily inservice training provided at the school site and observation of exemplary teaching practices. This report focuses on interns' (N=58) assessment of their clinical supervisors and the usefulness of the developmental feedback from the supervisors. The Ford interns' responses were compared to those of a control group of interns (N=81) who had a regular internship of 9-14 weeks. Findings indicate that, in general, interns' reactions to their directing teachers were very favorable, and that the interns found their developmental teachers' feedback valuable. (IAH)

ED 351 288 SP 034 058

Lemlech, Johanna K.; And Others
The Los Angeles Professional Practice School: Impact of Teacher Education on Staff Development.
PUB DATE- 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 91
NOTE- 526p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Curriculum; College Faculty; College Instruction; *Critical Thinking; Cultural Context; Cultural Influences; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; *Perspective Taking; Sexual Identity; *Social Environment; Social Influences; *Social Sciences; *Undergraduate Study
IDENTIFIERS- *Inquiry Role Approach; Montclair State College NJ

This conference focused on the field of critical thinking emphasizing social and cultural inquiry, through the perspectives of scholars and practitioners in a variety of academic disciplines. Following an overview describing the mission of the institute, and an introduction entitled "Critical Thinking and the Improvement of Undergraduate Education," plenary papers are presented: "Literacy, Education, and the Struggle for Public Life: Towards a Pedagogy of Critical Thinking"; "Critical Thinking and Cultural Literacy: Where E. D. Hirsch Goes Wrong"; and "Critical Thinking across the Disciplines: The Search for an Archimedian Point." The volume is then organized into 9 sections reflecting the thoughts of more than 60 authors representing over 20 academic fields. It includes papers addressing a range of issues in critical thinking and undergraduate education, reflecting the many theoretical perspectives that relate critical thinking to social and cultural inquiry. The nine sections address the following topics: (1) social and cultural context of critical thinking; (2) social inquiry as critical practice; (3) critical thinking, social issues and communication; (4) critical thinking in instructional contexts: within and across the disciplines; (5) critical thinking and the teaching of social sciences; (6) critical thinking and narrative discourse; (7) critical thinking and gender; (8) leadership, authority and power; and (9) critical thinking theory. (LL)

ED 351 307 SP 034 140

Gomez, Rebecca; Housner, Lynn Dale
Pedagogical Knowledge Structures in Prospective Teachers.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the Southwest Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Mapping; *Cognitive Structures; Comparative Analysis; *Education Majors; Elementary Secondary Education; Higher Education; Methods Courses; Physical Education; Preservice Teacher Education; *Teacher Educators; Undergraduate Students
IDENTIFIERS- *Pedagogical Content Knowledge; *Teacher Knowledge

This exploratory study examined the structure of declarative knowledge about pedagogy housed in the memory of an experienced teacher educator, and it sought to determine the teacher educator's influence on the development of declarative knowledge structures in undergraduate students enrolled in three sections of a physical education teaching methods course. The Pathfinder scaling algorithm, an associative networking technique, was used to map the pedagogical knowledge structures academic model; the research on teaching model, associated with the knowledge-base movement of the 1980s; and John Goodlad's collaborative model. The discussion of the models includes the extent to which these three proposals address the four common criticisms of professional study. The third section speculates about the kind of structural reform in teacher education that seems desirable and feasible in light of the characteristics and underlying assumptions of the three reform models. Whether a collaborative approach can bring together the forces that are currently divided is problematic, but, it is concluded, such a development may well be the best opportunity to retain and renew professional education for teachers. (Contains 46 references.) (LL)

ED 351 326 SP 034 172

Klinedinst, Mary Reid; Green, Katherine
Teachers for Tomorrow: The Pennsylvania Governor's School for Teachers. Fastback 337.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; Demonstration Programs; Grade 10; Grade 11; High Schools; High School Students; Program Descriptions; *Program Effectiveness; *Summer Programs; *Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Millersville University PA; Pennsylvania; *Pennsylvania Governors School for Teaching

Each summer since 1990, a select group of Pennsylvania high school students has taken part in the Pennsylvania Governor's School for Teaching (PGST), held at Millersville University. The school is dedicated solely to the profession of teaching and brings together sophomores and juniors who have expressed an interest in teaching as a career. This volume describes the first two years of PGST--its goals, program, and achievements. The following topics are covered: (1) evolution of the PGST including its rationale and funding information; (2) student recruitment and selection; (3) structure and staffing of the program--resident life counselors, support staff, special presenters, and the cooperative model of staff development; (4) program highlights, including reflective journals, teaching in the school-within-a-school, multicultural experiences, learning theories, teacher/learner pairs--action research, a model school project, and leadership projects; and (5) program evaluation by everyone involved in PGST (64 students, 22 staff, 16 Advisory Council members, 79 parents, and 30 mentor teachers in the students' home districts). (LL)

ED 351 327 SP 034 173

Bey, Theresa M., Ed.; Holmes, C. Thomas, Ed.
Mentoring: Contemporary Principles and Issues.
PUB DATE- 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Management Development; *Mentors; Program Evaluation; *Role Perception; Social Support Groups; *Teacher

second language in the same way. Teachers need to be aware of these misconceptions and realize that quick and easy solutions are not appropriate for complex problems. Intuitive assumptions are often mistaken, and children can be harmed if teachers have unrealistic expectations of the second language learning process and its relationship to the acquisition of other academic skills and knowledge. Second language learning by school-age children takes longer, is harder, and involves more effort than many teachers understand. Educators should focus on the opportunity for language learning and cultural understanding that cultural diversity provides. Diverse children enrich our schools and our understanding of education in general. (MSE)

ED 350 886          FL 800 557

Cumming, Alister
Access to Literacy for Language Minority Adults. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; English (Second Language); *Females; *Immigrants; *Literacy Education; *Minority Groups; Program Descriptions
IDENTIFIERS- ERIC Digests; *North America

This Digest describes factors that may restrict access to adult literacy education in North America and discusses several potential solutions to these problems from programs that have aimed to provide adult literacy instruction to specific minority groups. Although the barriers and potential solutions apply to all minority groups, two populations often considered "at risk"--immigrant women and involuntary minorities--are given particular attention. (Contains 18 references.) (ERIC Adjunct Clearinghouse on Literacy Education) (VWL)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Assertiveness; *Career Development; *Change Strategies; College Faculty; Faculty Handbooks; Faculty Promotion; Higher Education; Mentors; Recordkeeping; Sex Bias; Sex Differences; Sex Discrimination; Sexual Harassment; Social Networks; *Women Faculty

This paper offers a strategy for how women faculty members can change their behaviors in order to enhance their own careers in higher education. The paper opens by describing three types of issues that may hinder the advancement of women while noting that this guide addresses primarily the psychological aspects. Following this introduction seven general recommendations are listed which are: (1) being active on one's own behalf; (2) developing a strategy to guide progress over 5 years; (3) seeking information and advice; (4) keeping careful records; (5) working on more than one project at a time; (6) actively seeking professional feedback; and (7) developing a mentor and network of contacts. Following sections discuss the specific strategies in detail from being knowledgeable about institutional policies and regulations to networking and mentoring. A discussion of negotiating notes how often it is a part of professional dealings and suggests strategies for handling different situations. Handling discrimination is addressed including how to pick battles, controlling emotional responses to discrimination, and the use of humor. Personal presentation and questions of self-confidence are also discussed including: how to promote oneself, how to handle sexual harassment, other sexual issues, interviews, working the system, and relationships with students. Nineteen notes and 20 references are included. (JB)

Alcohol and Other Drug Problems. The College Series.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 91
NOTE- 98p.; For a related document, see HE 025 903.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Role; *Alcohol Abuse; Campuses; College Administration; *Drug Abuse; Educational Environment; Federal Programs; Health Education; Higher Education; *Institutional Environment; Intervention; Planning; Prevention; *Program Administration; School Policy; Sex Differences; Student Attitudes

This handbook is for administrators of programs in higher education settings which deal with alcohol and other drug (AOD) related problems. Chapter 1, "Defining the Problem, Issues, and Trends" examines the problem from various perspectives and presents the latest statistics on the extent of AOD use on campuses, specific problems affecting students, and barriers facing program administrators. Chapter 2, "Changing the Campus Culture," points out that the prevention task is one of dealing with the total campus culture through multiple strategies of policies and programs. Chapter 3, "Building Strong Intervention Into the Campus Community," focuses on meeting the needs of students, faculty, and staff suffering from AOD problems. Chapter 4, "Summary," identifies key points made in the book. The appendix contains information on campus prevention efforts, describes self-help groups, and provides sources for AOD policies. In addition, the appendix includes tables and figures with additional information about AOD problems on campuses, including differences in use among males and females, the prevalence of binge drinking and cocaine use, and the prevalence of 14 types of drugs. (JB)

Institute of Certified Public Accountants Statement of Standards for Formal Group and Formal Self-Study Programs. (GLR)

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ED 350 946 HE 025 924

Gaylord, Thomas; Whitehead, John
The Faculty Morale Issue: A Determinant in UAF's Strategic Planning Process. A Report Prepared for the Strategic Planning Leadership. Report 92-9.
PUB DATE- Jul 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Administration; *College Faculty; Comparative Analysis; Compensation (Remuneration); Full Time Faculty; Higher Education; *Job Satisfaction; Organizational Communication; School Funds; Surveys; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Morale
IDENTIFIERS- *University of Alaska Fairbanks

This report presents the initial results of an open-ended faculty morale survey, sent to all University of Alaska, Fairbanks (UAF) full-time faculty during the spring of 1992, and to determine the most important morale issues facing UAF. The report presents the summary results from both the morale issues analysis and the recommendations analysis. Overall, response rates (26 percent of those surveyed or 517 responses) are described in relation to the attributes of the full-time faculty who responded and with the attributes of the target population of all full-time faculty. Following this, six summary statistical tables on morale issues are organized according to the respondent characteristics outlined. Morale problems cited are grouped into the following categories: funding, administration, academic, compensation/employment, rural campus, communication, and external issue. The report shows that 84 percent (the highest percentage) of faculty citing at least one morale issue under one of the seven categories, targeted administration as the biggest offender; communication was targeted the least (10 percent). In addition, the report shows performance and accountability issues as the biggest morale problems under the administration category. The appendix provides the faculty survey. Thirty-nine recommendations are presented. Contains a 31-item bibliography. (GLR)

(150)
DESCRIPTORS- Cultural Context; Higher Education; Office Management; Organizational Change; *Program Implementation; Quality Control
IDENTIFIERS- *Total Quality Management; University of Saint Thomas MN

This document consists largely of paper versions of the transparencies used by the author to give his conference paper on Total Quality Management (TQM) in the college and university setting. An introduction lists a series of definitional phrases, a list of what TQM is not, and 11 fundamental principles describing what TQM is. The three major "gurus" of TQM are described, followed by "Dr. W. Edwards Deming's 14 Points" (listing the benefits of TQM), 7 frequently found errors of management and organizational climate, and 14 steps of a quality improvement program. A section on applications for higher education notes institutions implementing the strategy. A chronology lists events in a University of Saint Thomas application of TQM. A concluding section lists structural, political, symbolic, and human resource frames for considering TQM. Also offered are five key management questions. Appended is a TQM bibliography of 45 items published from 1979 to 1992. (JB) school in becoming aware of the potential educational benefits of computers and computer networks (specifically, local area networks, or LANs). An introductory presentation concerning the importance of technology in education was followed by 10 inservice training sessions. The classes met weekly, on-site, with cooperative learning used as a teaching strategy. The curriculum was developed with consideration given to state mandates regarding objectives; pre- and post-assessment was administered; and training materials for participants and a grant to a local foundation for teaching stipends was prepared. All practicum objectives were met. Each participant scored 80% or better on the post-assessment, all hands-on computer activities were completed, and frequency of computer lab usage exceeded expectations. The success of the practicum suggests that the design of the inservice training is an effective strategy. Recommendations and a detailed implementation plan are included. Eight appendices include copies of the questionnaires used for a teacher survey, the test used for the pre/post assessment, a courseware evaluation form, and the Teacher Education Center evaluation form. (Contains 22 references.) (Author/ALF)

Microeconomics with Microcomputers: Graphing the AH-HA. A Workshop for the International Conference on Teaching Excellence (Austin, Texas, May 24, 1992).

PUB DATE- 24 May 92

NOTE- 27p.; Based on an article published in Florida Educational Computing Quarterly, Fall 1990. Spreadsheet, pages 16-17, will not reproduce clearly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Economics Education; Educational Technology; Graphs; Higher Education; Microcomputers; *Spreadsheets; Tables (Data); Visual Aids

IDENTIFIERS- Lotus 1 2 3; *Microeconomics

While most microeconomics curriculums contain no reference to the use of microcomputers, spreadsheet packages adapt well to microeconomics courses. This presentation examines the following topics in the context of a microeconomics course: (1) The Microcomputer Spreadsheet Package--LOTUS; (2) The Spreadsheet Anatomy--cells, commands, menus; (3) Vital Keystroking; (4) Keyboard Commands; (5) Microeconomic Spreadsheet--the Pure Competition microeconomic model; (6) Using Graphs--line, bar, pie, stacked bar, and XY graphs; (7) Microeconomic Graphics; (8) Other Graphs; (9) Sensitivity Analysis--what happens if a data change is made; (10) Other Options--aesthetics; printing, protection, and database; (11) System Configuration; and (12) The Past and The Future Classroom/Office?--teaching valuable graphic skills necessary for effective communication. Illustrations highlight the information presented. (Contains 10 references.) (ALF)

teaching that can be used. The topic of management aspects of user education was then introduced, including financial resources, staffing, staff training, and library functions. Reports on work of four education and training schools in this regard were then presented. Proposals for further action and nine recommendations for improving or developing user education programs conclude the report. Appended are the conference agenda; a list of conference participants; the welcome address; the opening speech; and a copy of the conference agenda. (KRN)

ED 351 021 IR 054 216

Richey, Debora
Finding Company Information in the COMPNY Library of LEXIS/NEXIS.
PUB DATE- Aug 92
NOTE- 12p.; A product of the University Library.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Business; College Libraries; *Full Text Databases; Higher Education; *Information Services; *Library Instruction; *Online Searching; Online Systems; *Search Strategies
IDENTIFIERS- *COMPNY Library; LEXIS System; NEXIS System

The Company (abbreviated COMPNY) Library in the LEXIS/NEXIS database provides comprehensive information on corporations. The COMPNY Library contains more than 170 files of business and financial information, with an emphasis on publicly-owned companies. This guide is designed to walk users of the LEXIS/NEXIS system through the steps needed to access the COMPNY Library. It covers the contents of files, explains how to search the library, describes how to display/print and download records, and provides a list of basic commands and function keys. The guide includes examples of screens the user will need to manipulate and describes the 20 group records into which information pertaining to a specific company is broken down. Suggestions on how to refine a search strategy and a list of other sources are also provided. (KRN)

ED 351 037 IR 054 240

Waters, Donald J.
Electronic Technologies and Preservation.
PUB DATE- 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Research Libraries Group (June 25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Change Strategies; *Electronic Equipment; Higher Education; Library Cooperation; Library Materials; Microfilm; Optical Data Disks; Planning; *Preservation; *Research Libraries; Technological Advancement
IDENTIFIERS- *Digital Imaging

Digital imaging technology, which is used to take a computer picture of documents at the page level, has significant potential as a tool for preserving deteriorating library materials. Multiple reproductions can be made without loss of quality; the end product is compact; reproductions can be made in paper, microfilm, or CD-ROM; and access over electronic networks is easy. Numerous challenges, however, face users of digital technology. These include: difficulty of browsing on a computer screen; lack of models to assess cost-effectiveness; the relatively short life span of digital storage media and the hardware and software needed to gain access to digital images; and copyright problems. Six approaches will enable librarians to explore the promise of this technology. First the advantages of converting a document to microfilm, which is relatively permanent, or to digital imagery, which is easier to access, need to be carefully considered. Second, as librarians are exploring and evaluating the usefulness of the new technology, they should work with documents that the developing technology can accommodate with few problems and work with materials that are out of copyright. Third, the new technology should not be adopted wholesale but through a series of increments. A fourth approach is to develop and test hypotheses about the value and optimal application of the new technology. A fifth is to build the imaging program around technical standards and products developed for the broad market place. Sixth, libraries should cooperate to make digital image documents widely accessible. Future action needed includes verifying and monitoring the usefulness of digital imagery; sharing methods and standards for image production, storage and distribution; creating and enlarging the base of materials preserved in digital form; and developing reliable and affordable mechanisms to gain access to digital image documents. (Includes 10 references/notes.) (KRN) coordination of data collection efforts; and (3) Education and Coordination, offering a recommendation on commission appointments and one on inter-commission cooperation. Finally, the commission's planned activities to support AACC's mission in fiscal year 1993 are outlined. (MAB)

IDENTIFIERS- *California Community Colleges

Each year, the Board of Governors of the California Community Colleges (CCC) develops and adopts a Basic Agenda that sets forth current priorities for the 107-college system. Guided by emerging trends and issues, this Basic Agenda constitutes the Board of Governor's long-range planning document for the 1990's. The report's preface and introduction describe the principal tasks of the CCC for the coming decade, which include maintaining the mission of the CCC; providing Californians, particularly those traditionally underrepresented in higher education and the workplace, with access to quality programs in transfer and career education, and in basic skills and English as a Second Language (ESL); providing effective leadership to the CCC through shared governance and management; helping the colleges become more cost effective; and maintaining quality instruction and student support services. The following five sections of the report examine in greater detail these aspects of mission; access; governance; fiscal policy; and educational quality, proposing specific initiatives for strengthening programs and policies in each of these areas. Among the initiatives and recommendations presented in the report are the following: (1) implement guaranteed transfer provisions; (2) reaffirm the CCC support for vocational education; (3) hold chief executive officers accountable for affirmative action in faculty and staff hiring; (4) explore ways to secure funding through partnerships with public and private agencies; (5) consider child care as a priority in college capital outlay; (6) offer more ESL and basic skills courses; and (7) attract qualified faculty from business and industry. (PAA)

DESCRIPTORS- Articulation (Education); *College Transfer Students; Community Colleges; Data Collection; Definitions; *Educational Mobility; Higher Education; Policy Formation; Research Problems; State Standards; State Universities; *Statewide Planning; *Transfer Policy; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges; *Transfer Rates (College)

Issues surrounding the transfer function of California's community colleges are analyzed in this report. First, a historical overview is provided of the role of community colleges, their relationship to the California State University and the University of California systems, and expectations concerning transfer. Next, problems associated with transfer rates are described, including the lack of reliable baseline data, the fear among administrators of the comparison of institutional transfer rates, and inconsistencies in the definition used to calculate rates. Activities undertaken to address these problems by the Center for the Study of Community Colleges (CSCC), in Los Angeles, the statewide Transfer Assembly, and the Standing Committee on Transfer and Articulation of the Intersegmental Coordinating Council are highlighted. Next, drawing on CSCC studies, transfer rates are provided for California, Texas, and Illinois, and detailed explanations of the differences in these rates are examined, emphasizing variations among the states in expenditures, in the structure of their higher education systems, in general expectations regarding access and student flow, and in student fees. Statewide efforts initiated since 1984 to augment student flow among California's public colleges are then reviewed. Finally, forthcoming issues on transfer are analyzed, suggesting specific actions that the legislature, the community colleges, and the universities might take to enhance transfer; and reiterating the importance of consistent data collection. A partial list of recent reports on transfer in California is appended. (MAB)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research;
Comparative Analysis; Kindergarten; *Kindergarten Children;
Primary Education; *Reading Attitudes; *Student Attitudes;
*Teaching Methods; Traditional Schools; *Writing Attitudes
IDENTIFIERS- *Authorship; Developmentally Appropriate Programs;
*Emergent Literacy

This paper describes a study which examined kindergarten students' concepts about authorship and how these concepts affected their view of themselves as readers and writers. The teachers' role in helping form students' attitudes was also examined. Thirty-eight children from two kindergarten classrooms and their teachers were interviewed. The teacher in the first classroom characterized her teaching philosophy as traditional, while the teacher in the second classroom characterized her philosophy as developmentally appropriate. Results indicated that the views which the children in each of the two classrooms had of themselves as readers and writers were different. Generally, the children in the first classroom saw writing as copying teacher-given words and sentences, while those in the second classroom saw themselves as authors writing stories. Students in the second classroom, in which theories of emergent literacy were in practice, demonstrated a disposition for learning, reading, and writing, and felt good about what they had learned. Contains 15 references. (HTH)

pregnant women receiving first trimester prenatal care; (7) women under 20 giving birth; and (8) children fully immunized by age 2. A sampling of initiatives that have been implemented to respond to one or more of the objectives related to the school readiness goal are included. Various studies that have proved the economic advantages of investing in children are reviewed. Particular programs are described in terms of their benefits for children, cost benefits, scope, and participation figures. A 49-item bibliography is included. (AC)

ED 351 126 PS 020 858

Boals, Beverly M.; And Others
Children in Poverty: Providing and Promoting a Quality Education.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Child Development; *Children; *Compensatory Education; *Educational Improvement; Elementary Education; *High Risk Students; Nutrition; *Poverty; Preschool Education; Rural Areas; Teacher Education; Teaching Methods
IDENTIFIERS- *Lower Mississippi Delta

This paper describes the effects of poverty on the children of the Lower Mississippi Delta area and summarizes the literature on the relationships between childhood poverty and children's education. Topics covered in the literature review include: (1) the effects of child poverty on educational achievement; (2) the effect of early education experiences on children in poverty; (3) the role of schools and society in responding to the needs of children in poverty; and (4) appropriate classroom environments and teaching techniques for children in poverty. The literature indicates that children and youth born into poverty develop attitudes of helplessness and defeat, and are more likely than their middle-class peers to fail in school. Recommendations regarding the role of teacher education institutions in assisting children in poverty are offered. These recommendations concern the need to increase the awareness of the needs of poor children on the part of undergraduate students majoring in teacher education programs, and the need to establish a curriculum that provides elementary and early childhood majors with the knowledge, tools, and skills needed to meet the challenges of working with children in poverty. The need to promote, provide, and obtain increased funding for early education programs for children in poverty is also noted. Contains 15 references. (SM)

Education; *Learning Activities; *Multicultural Education;
Parent Participation; Teaching Methods
IDENTIFIERS- ERIC Digests

An antibias curriculum seeks to nurture children's potential by addressing issues of diversity and equity in the classroom. Goals of antibias curricula are to foster children's self-identity, interaction with people from diverse backgrounds, critical thinking about bias, and ability to stand up for themselves in the face of bias. The first phase in the implementation of an antibias curriculum involves creating an appropriate climate in the classroom. In this phase, teachers raise their awareness of antibias issues that relate to themselves, learn what ideas their students have about diversity, evaluate the classroom environment for the messages it contains about diversity, and identify parents who would be willing to participate in changing the classroom environment. The second and third phases involve teachers' nonsystematic and then systematic incorporation into classroom instruction of activities that teach antibias attitudes. During these phases, parent participation should be increased. The fourth phase consists of an ongoing integration of an antibias perspective as a filter through which the teacher plans, implements, and evaluates all learning materials, class activities, and teacher interactions with children, parents, and staff. (BC)

Americans. New demographics suggest that public education might benefit if Native American and other cultures were better accommodated. Racist policies of assimilation must be replaced by education that comes to terms with Native Americans. Instead of changing the people to fit the system, it is time to change the system to fit the people. (TES)

ED 351 165          RC 018 842

Goetz, Kathy, Ed.
Rural Families.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; *Community Programs; Extension Education; Family (Sociological Unit); Family Problems; *Family Programs; Females; Health Services; Mothers; Public Policy; Rural Education; *Rural Extension; *Rural Family; *Social Support Groups
IDENTIFIERS- *Access to Services; Family Support; Hawaii; Indiana; Iowa; Kentucky; Mississippi; Montana; Oklahoma; South Dakota

This "special focus" journal issue consists of 13 individual articles on the theme of rural family programs relating to school, health services, church, and other institutions. It includes: (1) "Towards a Rural Family Policy" (Judith K. Chynoweth and Michael D. Campbell); (2) "Montana: Council for Families Collaborates for Prevention (Jean Kemmis); (3) "Kentucky: School-Based Family and Youth Centers Provide 'Whatever's Needed'" (Christine Vogel); (4) "Oklahoma: Public Health Initiatives To Support Rural Families" (Linda C. Passmark); (5) "Kids Place - A Successful Family Center in a Rural Indiana" (Carolyn King); (6) "Natural Helping Networks: Using Local Human Resources To Support Families" (Judith A. Myers-Walls); (7) "Children's Defense Fund Reports on Children in Rural America" (Arloc Sherman); (8) "The West Hawaii Family Center: Centralizing Services to Combat Isolation" (Jan Marrrack); (9) (Mid-Iowa Community Action) MICA: Mobilizing Churches" (Lana Ross); (10) "Cary Christian Health Center: Touching Lives in the Mississippi Delta" (Amy Martz); (11) "Listening Partners: Helping Rural Mothers Find Voice" (Lynne A. Bond and Others); (12) "Technology Expands the Reach of Family Services in Rural South Dakota" (Anne Floden Fallis); and (13) "Finding Family Support Programs: Charging Fees for Services" (Christine Vogel) (TES)

NOTE- 115p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Chemistry; Critical Thinking; High Schools; *Logical Thinking; *Problem Solving; Ratios (Mathematics); Science Education; Science Teachers; *Secondary School Science; Surveys; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Dimensional Analysis; *Proportional Reasoning; Test of Logical Thinking (Tobin and Capie)

The concept of the mole and its relationship to chemical algebra is difficult for many high school chemistry students to master. This paper describes a study of the use of proportional reasoning when teaching mole relationships and its effect on developing critical thinking skills. The Test of Logical Thinking (TOLT) was used as a pre- and post-assessment of students' critical thinking skills. An experimental group (n=29) was taught to solve stoichiometry problems by proportional reasoning, while a control group (n=28) used dimensional analysis. From the results, it was concluded that teaching stoichiometric relationships through proportional reasoning had no apparent effect on developing critical thinking skills in the experimental group. There was, however, an apparent improvement in the students' ability to work together toward solutions, to express their thinking processes verbally, and to listen to and evaluate the comments of others. From a survey of 40 local high school chemistry teachers (return rate of 47%), it was found that two-thirds of the teachers used dimensional analysis as their method for teaching stoichiometry. Appended materials include the TOLT, a Critical Thinking and Self-Reflection Checklist, worksheets, laboratory sheets, a stoichiometry test, and a weekly progress questionnaire. (PR)

make conjectures and discover patterns. Each section, called a cluster, provides objectives for the cluster, teaching notes for each of the activities that indicate materials needed, teaching ideas, and answers to key questions, and evaluation notes for each activity. Reproducible worksheets accompany the activities. Nine computer software packages are listed. (Contains 26 references.) (MDH)

ED 351 201 SE 053 374

Disinger, John F.; Roth, Charles E.
Environmental Literacy. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; *Citizenship Education; Concept Formation; *Definitions; Development; Educational Development; *Environmental Education; *Literacy; *Scientific Literacy
IDENTIFIERS- Environmental Action; Environmental Education Literacy; *Environmental Literacy; ERIC Digests

This digest presents a case for the development of a precise definition of environmental literacy (EL) as a prerequisite to setting standards for environmental education. The discussion includes the following: (1) establishment of the relationship between EL, environmental education, and goals of the formal education system; (2) the development of the meaning of EL; (3) contrast between EL and other applications of the term "literacy"; (4) levels of EL; and (5) attributes of the environmentally literate. The report distinguishes between scientific literacy and EL, the former appearing to be built on a mechanistic paradigm and the latter built on an ecological paradigm. EL draws upon six major areas: sensitivity, knowledge, skills, attitudes and values, personal investment and responsibility, and active involvement. These are collected into four strands: knowledge, skills, affect, and behavior, that need to be addressed in education for EL. It is concluded that more work needs to be done to refine the components of environmental literacy and correlate these components with formal and nonformal education development levels. The education system should also be encouraged to adopt EL as part of its mission. (Contains 9 references.) (MCO)

experiences in education concerning humanistic, ethical/moral and cultural values. The second chapter puts forth a curricular framework for promoting humanistic, ethical/moral and cultural values in education. This chapter includes tables that identify conceptual themes and curricular topics within social studies, science education, and language arts where the themes may be developed. The third chapter contains six sample teaching units, two each on humanistic, moral/ethical, and cultural values. Two of the units are for primary education, three for secondary education, and one for non-formal education. The fourth chapter concerns assessment and evaluation of students in these areas. Four appendices are included: (1) agenda; (2) list of participants; (3) statement at the inaugural session; and (4) "Humanistic, Ethical, and Cultural Values in Education" (speech given by Dr. Leonard de la Cruz). (DB)

ED 351 243 SO 022 447

Andreasen, Alan R.
Expanding the Audience for the Performing Arts. Research Division Report #24.
PUB DATE- 91
NOTE- 62p.; For a related document, see SO 022 446; for an earlier report, see ED 289 804.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; *Art Activities; Attendance; *Audience Analysis; Audiences; Communication Research; *Marketing; *National Surveys; Theater Arts
IDENTIFIERS- *Survey of Public Participation in the Arts 1982

This paper is directed at performing arts managers interested in developing marketing techniques in order to expand the audiences for their performances. The paper outlines a model of the process by which an individual progresses from lack of interest in the performing arts to active participation and interest. The model that describes this "adoption process" involves a transition across six stages: (1) Disinterest; (2) Interest; (3) Trial; (4) Positive Evaluation; (5) Adoption; and (6) Confirmation. In order to test the model and explore its implications, data from the Survey of Public Participation in the Arts (SPPA) were used. A sample of 2,607 responding persons surveyed in 1982 was employed. The sample was distributed across the six stages of the Performing Arts Adoption Model, and the data were analyzed for the characteristics of the respondents at these different stages. The characteristics analyzed included childhood socialization, adult socialization, life style, work and television viewing, age and the family life cycle, socioeconomic and background characteristics, barriers, and arts attended and arts sought. Table 4 reports on the extent to which stages in the performing arts addition process are associated with a college education or with taking classes in the arts. From the analysis, it was found that respondents in Stage I, those disinterested and not attending the arts, were dramatically different from those in the other five stages. It was concluded that the research offered strong support for the model both as a way of describing the process of becoming involved in arts patronage and as a source of insights into the factors that encourage or inhibit movement through the process. The paper concludes with four recommendations for performing arts managers, and lists empirical insights and research recommendations. (DB)

Darling; The Southern Yankee Doodle; The Yankee Man of War; The Homespun Dress; Lord Lovell; General Lee's Wooing; The First of Arkansas; and The Battle Cry of Freedom. (DB)

ED 351 266 SO 022 662

Prior, Warren
"Just What is a Good Citizen?" Political Literacy and the Implications for Teachers of History.
PUB DATE- 92
NOTE- 13p.; Paper presented at the Annual Conference of the History Teachers' Association of Australia (Adelaide, Australia, September, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Curriculum Development; Educational Objectives; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *History Instruction; *Student Teacher Attitudes; Student Teachers; *Teacher Education; *Teacher Role
IDENTIFIERS- *Australia; *Political Literacy

This paper begins by reviewing public reports on citizenship education for pre-service teachers, experienced teachers, and school students that were issued in Australia during the 1980s. The reports show a nationwide push toward a greater emphasis on political literacy. Because of this emphasis, it is important to discuss the role history teachers can and should play in this movement. For a study of student teachers at a university in Victoria, a questionnaire was administered to a random sample of student teachers, and results were compiled for the total student cohort and for the history method student teachers. Students were given questionnaires designed to test their factual knowledge about politics and questions designed to explore their attitudes about the role of teachers in taking political or social action and in educating students for political literacy. It was found that the students in general had poor knowledge of politics, and that history/social education student teachers fared somewhat better. It also was found that the student teachers generally equated the political literacy of students with knowledge about institutions, and did not think it proper for teachers to use their role to engage in social or political action. For the sake of the future of the humanities, and history in particular, in Australia, is important to address the issues of the political literacy and the training and proper role of history teachers in that county and to do so quickly. A 12-item list of references is included. (DB)

DESCRIPTORS- *College School Cooperation; Collegiality; Cooperating Teachers; Curriculum Development; Educational Change; Elementary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *School Restructuring; Student Evaluation; *Teacher Attitudes; Teacher Recruitment; Time Management
IDENTIFIERS- *Professional Development Schools; Professionalization of Teaching; University of Southern California

The Norwood-University of Southern California Professional Practice School (PPS) project began in 1990-1991. Norwood is an inner-city elementary school in Los Angeles with a student population that is 99 percent Hispanic. Initial efforts to achieve a major project goal--to promote professionalization of teachers--focused on building collegial relationships between school and university participants. The foundation of the PPS was a restructuring effort focusing on curriculum and instructional improvement. Creating a professional practice school requires a new kind of collaboration between school- and university-based participants. This collaboration has been affected by the diverse perspectives held by participants on a number of issues. In this paper, issues and perspectives associated with three major emphases of the school's restructuring efforts--the study of teaching, teacher decision making, teacher professionalism--are addressed. Perspectives on additional issues and activities are also related and discussed: a problem-solving clinic for student teachers, teacher empowerment, teacher assessment, student assessment, cooperating teacher recruitment, time, and the effect of the PPS on practices in the school and in the university's preservice education program. (Contains 40 references.) (IAH) of the teacher educator and undergraduate students before and following participation in the course. Comparison of students' knowledge of key pedagogical concepts with the instructor's indicated that students' knowledge was more coherent and corresponded more closely to the instructor's following the courses; final measures of correspondence and coherence were significantly associated with course performance. Also, university grade point average (GPA) was highly related to course performance variables while American College Test (ACT) scores were not. A follow-up of a subset of students indicated that key pedagogical concepts were retained over a six-month period of time. However, performance on a semantic classification task of pedagogical concepts provided little evidence that students most highly correspondent with the instructor organized knowledge at a more semantic level than students who were less correspondent. (Contains 58 references.) (LL)

Education Programs
IDENTIFIERS- Association of Teacher Educators; *Collaboration for Improvement of Teacher Educ; Principles Approach; *Protege Mentor Relationship; Reform Efforts

In the spirit of educational reform efforts, an initiative exists to restructure the education of teachers through collaborative action, using mentoring to build alliances. This monograph, based on contemporary principles and issues of mentoring, presents ways to conceptualize the professional preparation and development of teachers. Following a foreword, introduction, and discussion of the Principles of Mentoring recommended and adopted by the Association of Teacher Educators (Commission on the Role and Preparation of Mentor Teachers), the volume is organized into nine chapters: (1) "The Reality of Mentoring: Complexity in Its Process and Function" (Fay A. Head, Alan J. Reiman, and, Lois Thies-Sprinthall); (2) "Psychological Support for Mentors and Beginning Teachers: A Critical Dimension" (Yvonne Gold); (3) "Mentoring: A Teacher Development Activity That Avoids Formal Evaluation of the Protege" (Judith C. Neal); (4) "Mentor-Management: Emphasizing the HUMAN in Managing Human Resources" (Richard S. Kay); (5) "Guidelines for Selecting Mentors and Creating an Environment for Mentoring" (Billie J. Enz); (6) "Collaboration and Mentoring" (Reiman, Head, and Thies-Sprinthall); (7) "Evaluating Mentoring Programs" (Sandra J. Odell); (8) "Designing Training and Selecting Incentives for Mentor Programs" (Delores M. Wolfe); and (9) "Mentoring in Teacher Education: Diversifying Support for Teachers" (Theresa M. Bey). (LL)

ED 351 328 SP 034 174

Blakey, Janis; And Others
Sources of Elementary Teachers' Perspectives and Decisions; Implications for Preservice and Inservice Education.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning and Policy Secretariat.
PUB DATE- Jun 92
NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Case Studies; *Decision Making; Elementary Education; *Elementary School Teachers; Foreign Countries; Higher Education; Inservice Teacher Education; Naturalistic Observation; *Perspective Taking; Preservice Teacher Education; *Role Perception; Teacher Attitudes; Teacher Response; *Teaching (Occupation)
IDENTIFIERS- Edmonton Public Schools AB; Reform Efforts

The naturalistic study described in this report was conducted for the purpose of determining the perspectives held by beginning teachers, the decisions based on those perspectives, the factors affecting perspectives and decision making, and implications of the knowledge gained for refining and redesigning teacher preparation and inservice training programs. Fourteen University of Alberta researchers were paired with beginning classroom teachers or interns in Edmonton and district schools. The researcher observed the teacher weekly, conducted an immediate follow-up interview, and collected relevant documents. Each researcher prepared a case study on his or her teacher which was verified with the teacher. The final report synthesizes findings for all the teachers' perspectives, beliefs and decisions, their responses to teaching, and the factors influencing their perspectives and decision making. Also provided are recommendations which reconceptualize the teacher education program in five areas: (1) the nature of the student body; (2) instructional resources; (3) the socialization of teachers; (4) program elements; and (5) continuing professional development. (Contains 63 references.) (LL)

ED 351 329 SP 034 178

Smith, Patricia K.
Increasing Bicycle Helmet Use in Michigan: A School-Based Intervention Pilot Program. Evaluation Report.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Mar 91
NOTE- 92p.; Report prepared by the Michigan Bicycle Helmet Advisory Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accidents; *Behavior Change; *Bicycling; *Head Injuries; *Health Promotion; Intermediate Grades; Junior High Schools; Middle Schools; Pilot Projects; Program Design; Program Evaluation; Safety Education; *Safety Equipment; School Activities; Student Attitudes
IDENTIFIERS- Michigan (Oakland County)

In Michigan, a school-based bicycle helmet intervention program has been developed to increase the prevalence of helmet use among middle/junior high school students. The intervention

ED 351 347 TM 019 155

Sireci, Stephen G.
The Utility of IRT in Small-Sample Testing Applications.
PUB DATE- Aug 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; Financial Services; *Item Response Theory; *Licensing Examinations (Professions); Models; National Programs; *Research Methodology; *Sample Size; *Testing Programs
IDENTIFIERS- MULTILOG Computer Program; *One Parameter Model; Three Parameter Model; *Two Parameter Model

The utility of modified item response theory (IRT) models in small sample testing applications was studied. The modified IRT models were modifications of the one- and two-parameter logistic models. One-, two-, and three-parameter models were also studied. Test data were from 4 years of a national certification examination for persons desiring certification in personal financial planning. Sample sizes for the 4 years were 173, 149, 106, and 159, respectively. The stability of the item parameters over the 4 years was investigated, and the utility of the models was examined. All IRT analyses used the MULTILOG computer program. Item parameter stability was not exhibited for one-, two-, or three-parameter models or the modifications of the one- and two-parameter logistic models. Other results neither support nor reject the statement that IRT cannot be used with sample sizes smaller than 200 examinees. Five tables and four graphs are included. Two appendixes show MULTILOG input for two models. (SLD)

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ED 351 348 TM 019 156

Tittle, Carol Kehr; Hecht, Deborah
A Technology-Based Innovation To Facilitate Teacher Access to and Use of Assessments of JHS Students' Self-Regulatory, Affective and Motivational Beliefs about Mathematics.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Beliefs; *Computer Assisted Testing; Educational Innovation; *Educational Technology; Junior High Schools; *Junior High School Students; Mathematics; Mathematics Teachers; Metacognition; Pilot Projects; *Student Attitudes; Student Evaluation; Test Construction; Test Use; Urban Schools
IDENTIFIERS- *Mathematics Assessment Questionnaire; Middle School Students; New York City Board of Education; *Self Regulation

The development of the Mathematics Assessment Questionnaire (MAQ), a survey of thoughts and feelings, for students in grades 7 through 9 is described. The adaptation of the MAQ to

ED 351 367 TM 019 186

Public School Enrollment and Staff. New York State 1991-92.
PUB DATE- 92
NOTE- 88p.; For the 1990-91 report, see ED 336 430.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Enrollment; *Paraprofessional Personnel; *Professional Personnel; *Public Schools; School Districts; *School Personnel; School Statistics; Secondary School Students; *State Surveys; Tables (Data); Teacher Characteristics; Teacher Student Ratio
IDENTIFIERS- *New York

Tables present data on the enrollment of the New York public schools in 1991-92 and on professional and paraprofessional staff. Seventeen tables present the following data: (1) districts and pupils by district type; (2) districts and pupils by district size; (3) enrollment by level; (4) number of professional staff members; (5) numbers of paraprofessional and support staff; (6) number of schools by level; (7) fall enrollment by region and county; (8) enrollment by county and level; (9) enrollment by grade, state, region, and county; (10) enrollment by grade, state, county, and district; (11) enrollment by grade, New York City borough, and community district totals; (12) total professional personnel by state, region, and county; (13) total professional personnel by state, county, and district; (14) classroom teachers by state, region, and county; (15) classroom teachers by state, county, and district; (16) ratios for professional staff by state, region, and county; and (17) ratios for professional staff by state, county, and district. An appendix lists the names of Boards of Cooperative Educational Services. (SLD)

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ED 351 368 TM 019 187

Nonpublic School Enrollment and Staff. New York State 1991-92.
PUB DATE- 92
NOTE- 17p.; For the 1990-91 report, see ED 336 431.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Enrollment; *Private Schools; Public Schools; *Religious Education; *School Personnel; School Statistics; *State Surveys; Tables (Data); Teacher Characteristics; Trend Analysis
IDENTIFIERS- *New York

Eleven tables present information about the non-public school enrollment and staffing in New York State in 1991-92. Tables present data for: (1) non-public school enrollment by level and affiliation; (2) trends in enrollment by affiliation from 1987-88 to 1991-92; (3) racial and ethnic distribution of enrollment by affiliation; (4) trends of public and non-public school enrollment from 1966-67 to 1991-92; (5) instructional staff trends in non-public schools from 1987-88 to 1991-92; (6) number of non-public schools by affiliation from 1987-88 to 1991-92; (7) number of non-public schools by level from 1987-88 to 1991-92; (8) non-public school enrollment by county; (9) non-public school enrollment by affiliation; (10) non-public professional staff by county; and (11) non-public professional

ED 351 387 TM 019 223

Orlandi, Mario A., Ed.; And Others
Cultural Competence for Evaluators: A Guide for Alcohol and Other Drug Abuse Prevention Practitioners Working with Ethnic/Racial Communities. OSAP Cultural Competence Series 1.
PUB DATE- 92
NOTE- 307p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; *Alcohol Abuse; American Indians; Asian Americans; Community Programs; Cross Cultural Studies; Cultural Awareness; *Drug Abuse; *Ethnic Groups; *Evaluators; Guides; Hispanic Americans; Minority Groups; Pacific Americans; *Prevention; *Program Evaluation; Racial Differences; Social Workers
IDENTIFIERS- African Americans; *Cultural Competence

As an introduction to a series on the array of issues in the implementation and evaluation of substance abuse prevention programs, this volume attempts to integrate two types of competence for alcohol and other drug abuse prevention program practitioners: program evaluation competence and cultural competence. The chapters in this document provide conceptual frameworks and practical suggestions for evaluators working with various ethnic groups. The chapter titles and authors are: (1) "The Challenge of Evaluating Community-Based Prevention Programs: A Cross-Cultural Perspective" (M. A. Orlandi); (2) "Of Kindred Minds: The Ties that Bind" (J. P. Butler); (3) "Practical Considerations for Program Professionals and Evaluators Working with African-American Communities" (C. A. Grace); (4) "A Culturally Sensitive Model for Evaluating Alcohol and Other Drug Abuse Prevention Programs: A Hispanic Perspective" (J. M. Casas); (5) "Hispanics: What the Culturally Informed Evaluator Needs To Know" (A. M. Padilla and V. N. Salgado de Snyder); (6) "American Indians and Alaska Natives: Changing Societies Past and Present" (C. M. Fleming); (7) "The Role of the Researcher in Evaluating American Indian Alcohol and Other Drug Abuse Prevention Programs" (F. Beauvais and J. E. Trimble); (8) "Cultural Competence for Evaluators Working with Asian-American Communities: Some Practical Considerations" (S. Kim, J. H. McLeod, and C. Shantzis); (9) "Cultural Competence for Evaluators Working with Asian/Pacific Island-American Communities: Some Common Themes and Important Implications" (S. Yen); and (10) "Defining Cultural Competence: An Organizing Framework" (M. A. Orlandi). (SLD)

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ED 351 388 TM 019 226

Snow, Richard E.; Jackson, Douglas N.
Assessment of Conative Constructs for Educational Research and Evaluation: A Catalogue. Project 2.3: Enhancing the Utility of Performance Assessments: Domain Independent R&D.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs

ED 351 406 UD 028 910

DeBaryshe, Barbara D.
Early Language and Literacy Activities in the Home. U.S. Department of Education Field Initiated Studies Program. Final Report for the Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Sep 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Mothers; Black Students; Change Agents; *Disadvantaged Youth; Economically Disadvantaged; Family Environment; *Home Programs; *Language Acquisition; Literacy Education; One Parent Family; Parent Participation; *Parents as Teachers; Preschool Education; Reading Aloud to Others; Reading Programs; *Young Children
IDENTIFIERS- African Americans

This document describes a study of a home-based language stimulation program for disadvantaged children. The project sought to train parents to act as the primary change agents during a period of expected rapid developmental progress in their children's language skills. The subjects were 73 two- to five-year-old children and their parents, primarily from low-income, predominantly African American, single-parent families. Data were collected on parental educational background, beliefs, and practices. These variables served as predictors of the children's baseline language ability. Results indicate that the quality and frequency of home reading interactions were related to maternal education, literacy interest and skill, and beliefs about reading aloud. For the intervention portion of the project, subjects were randomly assigned to one of three groups. A training group received instruction and feedback in language stimulation techniques to use at home during a daily picture-book reading routine. Members in a reading group read to their children on a regular basis, but did not receive any instruction. A control group received the same pre- and posttest assessment batteries as did the other groups, without being asked to read aloud at home. Results indicate that expected changes occurred in parent-child reading interactions in the parent training group. Included are seven tables; two appendixes, one containing a list of manuscripts, presentations, and work in progress, and the other consisting of parent training lesson outlines. A list of 88 references is also included. (JB)

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ED 351 407 UD 028 912

Guagenti-Tax, Elena; Mulvihill, Lee
Improved Work Readiness, Work Attitudes, Interpersonal Relations, and Work Quality among Substance Abusers Attending the New Leaf Program.
PUB DATE- May 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Evaluation Research Study (15th, Wilmington, DE, May 18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drug Rehabilitation; Employment Experience; Employment Potential; *Employment Programs; *Homeless People; Interpersonal Relationship; *Job Training; *Milieu Therapy;

Group Children; Program Design; School Community Programs; Secondary Education; Student Participation; Urban Problems; *Urban Youth; *Youth Programs
IDENTIFIERS- *Community Service; ERIC Digests; National Service; *Youth Participation

This monograph looks at the field of youth service broadly and provides examples of the range of programs available for urban youth. A review of statistics on urban youth involvement nationally notes that most young people are not involved in community service, African American students perform more community service annually than any other racial group, urban schools do not push community service, and many agencies look to community service to engage low-income urban youth in positive action. Special issues for urban programs are covered, including the value of community service for overcoming the alienation and hostility of many youth toward their community, the focus of youth corps for low-income youth on experiences directed toward job preparation, and problems of maintaining diversity in programs. Also noted are the benefits of urban service programs for youth in the form of increased academic achievement, competence, self-confidence, and self-esteem. Several programs are briefly profiled, including in-school programs, out-of-school programs, and the growth of urban youth corps. Also addressed are various federal legislative initiatives and their role in fostering these programs. (Includes 12 references.) (JB)

ED 351 426 UD 028 957

Ascher, Carol
Successful Detracking in Middle and Senior High Schools. ERIC/CUE Digest, Number 82.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Discrimination; Educationally Disadvantaged; *Equal Education; *Heterogeneous Grouping; High Risk Students; High Schools; Individualized Instruction; Middle Schools; Minority Group Children; Parent Participation; Program Implementation; School Policy; Secondary Education; *Track System (Education)
IDENTIFIERS- Accelerated Schools; ERIC Digests; *Reform Efforts

In light of recent calls by educational organizations to abolish tracking because of its role in perpetuating inequities in achievement among racial and ethnic groups, this digest looks at current school detracking efforts. An initial section reviews the extent and reasons for tracking and the concerns raised when detracking is proposed, noting that some studies indicate that high achieving students do well in tracked situations because they benefit from the enriched environment, not because of the homogeneity of the group. A central section summarizes the following changes necessary for a successful detracking effort: (1) a culture of detracking and a commitment to being inclusive; (2) parent involvement, particularly among middle-class parents who can be detracking's most vigorous opponents; (3) professional development and support for teachers as detracking depends on teachers being actively involved in the change; (4) phase-in change process over time and with flexibility; (5) a willingness to rethink all involved approximately 3,100 students and their parents. The school-based intervention component of the project is the focus of this report. A two-tier intervention strategy was implemented in school systems in Oakland County (Michigan) to determine what level of intervention exposure motivates behavior change in this age group. Findings from the intervention provide useful knowledge to design and implement effective and efficient bicycle helmet behavior change programs. The main body of the document describes and evaluates the pilot program. Eight appendices incorporate: (1) abstracts of helmet testing study; (2) Oakland County population demographics; (3) school selection criteria; (4) intervention protocols; (5) letter to parents included with free helmets; (6) teacher's curriculum guide; (7) breakdown of telephone sample; and (8) pre- and post-intervention survey questionnaire. Two posters and three pamphlets are included with the report. (Includes 45 references.) (LL)

ED 351 330 SP 034 180

Promoting Achievement in School through Sports. First Year Impact Study.
PUB DATE- Sep 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Athletics; Curriculum Development; *Grade Point Average; High Schools; Physical Education; Underachievement
IDENTIFIERS- *Promoting Achievement in School through Sports

Promoting Achievement in School through Sports (PASS) is an academic high school curriculum developed by the American Sports Institute. It is a daily, year-long, credit-bearing, physical education elective for students who love sports but are not performing up to their academic potential. PASS is based on the concept that the principles and skills that lead to success in athletics are the same as those that lead to success in academics. Students in the course study eight fundamentals in athletic mastery: concentration, balance, relaxation, power, rhythm, flexibility, attitude, and instinct. Students are recommended for the class by their counselor, a teacher, or the athletic director. The program was pilot-tested at McAteer High School in 1990-1991 with nine PASS students and nine control group students. The goal for the first year of implementation--to increase the grade point average for half of the PASS students by a minimum of half a grade point--was met. Fifty-five percent of the PASS students increased their grades in academic subjects as well as physical education. The initial impact study confirms that PASS makes a difference in a student's academic performance as measured by overall grade point average in all courses, both including and excluding physical education courses. Results support the PASS premise that to improve the academic performance of those students involved in athletics, there needs to be an increased, rather than a decreased, emphasis on the appropriate study and practice of sports. (IAH)

ED 351 331 SP 034 181

Saginaw Drug and Alcohol Abuse Education and Training Program: Product Evaluation, 1990-1991.
PUB DATE- Mar 92

an on-line, computer-based administration is also described. This adaptation included the development of a teacher program disk to facilitate teacher access to student responses. The developmental work that led to the computer version of the MAQ included: (1) a feasibility study in 1986-87 that included reviews by experienced mathematics teachers; (2) small-scale studies (1987-88) of the meaningfulness of the metacognitive statements for students and teachers and the type of problem best suited for these statements; (3) a pilot study (spring, 1988) of 300 paper-and-pencil items administered to 1,500 students in New York City public schools; and (4) a large-scale study (fall 1988) involving the administration of 162 paper-and-pencil items to 1,737 students in New York City public schools. The development process indicated that the use of technology for a classroom-level assessment tool has broadened the assessment process for students and added direct communication through notes to teachers. The use of this technology has increased teacher flexible access to information and has encouraged teachers to examine the information from different perspectives. Five tables and six figures illustrate the development process and student beliefs and responses. (SLD)

ED 351 349          TM 019 157

Tests and Procedures for Basic Skills Remediation: A Handbook of Practices. Massachusetts Basic Skills Testing Program.
PUB DATE- Mar 89
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Educational Practices; Elementary Secondary Education; Guides; Identification; Mathematics Achievement; Principals; Reading Achievement; *Remedial Instruction; School Districts; *State Programs; Student Evaluation; *Student Placement; Testing Programs; Test Results; Test Reviews; *Test Use; Writing Achievement
IDENTIFIERS- Massachusetts; *Massachusetts Basic Skills Testing Program; Placement Tests

The Massachusetts Basic Skills Testing Program, mandated by Chapter 188 of the Acts of 1985, seeks to identify students who have not mastered basic skills in reading, writing, and mathematics. Because the Massachusetts Department of Education does not mandate any post-test action, it has not been possible to prescribe any method of providing help for students who fail. To describe how districts are using test results and to give some guidance to districts, a survey was conducted in April 1988 to ask all districts in the state about their use of the basic skills test results. Responses from 1,272 individuals, primarily school principals, have been incorporated into this handbook. Most schools follow rather similar steps: (1) notifying teachers of the student's failure; (2) verifying and corroborating results through teacher observation, classroom performance, and additional standardized testing; (3) diagnosing individual student needs; and (4) using several options to provide remedial services to students. The majority of schools do pay attention to the test results, and provide some type of follow-up for students. Appendix 1 contains the survey used to collect the data for this handbook. Appendixes 2 and 3 provide a comprehensive list and description of 59 standardized tests that many schools have found useful.

staff by affiliation. (SLD)

ED 351 369 TM 019 188

Stephan, Roger, Comp.; Ermatinger, Kathy, Comp.
Profiles of Alaska's Public School Districts. Fiscal Year 1991.
PUB DATE- Apr 92
NOTE- 130p.; For the 1989 and 1990 reports, see ED 320 754 and ED 336 393.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Compensatory Education; Demography; *Educational Finance; Elementary Secondary Education; *Enrollment; *Profiles; *Public Schools; *School Districts; School Personnel; School Statistics; *State Surveys; Student Characteristics; Teacher Characteristics; Teacher Student Ratio; Vocational Education
IDENTIFIERS- *Alaska

This is the third publication of the annual profiles mandated by the Alaska legislature. The profile format for the 54 districts and the state total summary is a 2-page display of data grouped into 6 subject headings as follows: (1) background (house and senate districts, governance, regional corporation, area, and population); (2) operating revenues and expenditures; (3) funding community summary (grade levels, facility counts, and enrollments); (4) student characteristics (gifted/talented, special needs, migrants, minority, Chapter 1, bilingual and bicultural, poverty, and vocational education); (5) staff ratios and statistics; and (6) staff and student demographics (ethnic and racial classifications). A glossary provides an additional explanation of terms used in the profiles. (SLD)

ED 351 370 TM 019 194

Wolfe, Edward W.; Linden, Kathryn W.
Investigation of the Relationship between Intrinsic Motivation and Musical Creativity.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; Comparative Testing; Creative Thinking; *Creativity; *Elementary School Students; Grade 3; Models; *Music; Primary Education; *Self Motivation; Sex Differences; *Student Motivation; Talent; Time Management; *Young Children
IDENTIFIERS- Intermediate Measures of Music Audiation Rhythm; Measures of Creative Thinking in Music; Sounds and Images; T Test

The purposes of this study were to: (1) investigate the feasibility of including convergent, divergent, and imaginary factors in models of creative thinking in music; (2) identify the relationship between the processes involved in musical creativity and motivation for musical activities; and (3) determine the generalizability of Amabile's Intrinsic Motivation Principle for Creativity to settings involving musical creativity. Forty third graders who exhibited a high level of convergent ability in music were administered the Intermediate Measures of Music Audiation-Rhythm (IMMA-R), Measures of Creative Thinking in Music (MCTM), and Sounds and Images (SI). These children were also given free time to play music on percussion instruments or to play with other toys. The

(132),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Achievement Need; Beliefs; Catalogs; Construct Validity; Definitions; Educational Assessment; *Educational Research; *Evaluation Methods; Learning; Measures (Individuals); *Psychological Testing; Self Concept; Student Attitudes; *Student Motivation; Theories
IDENTIFIERS- *Conation; *Constructs; Performance Based Evaluation

In recent years, many psychological constructs with associated measures have been proposed for educational research and the evaluation of educational programs. Among the most interesting and potentially useful are those reflecting motivational and volitional aspects of human behavior, the conative constructs. Among the conative constructs are achievement motivational dimensions, as well as beliefs about one's own abilities and attitudes about subject matter learning. This catalog brings together the conative constructs that seem most promising for future research and evaluation. For each construct, a brief review is presented covering construct definition, theoretical base, assessment procedures, references, and, where possible, abstracts of studies contributing to construct validation. These constructs are arranged in the following categories: (1) achievement motivation and related constructs (need for achievement, multivariate achievement motivation, achievement via conformance versus achievement via independence, intrinsic motivation, anxiety, and test anxiety/fear of failure); (2) self-regulation and related constructs (cognitive engagement and self-regulated learning, action control versus state orientation, mastery versus performance orientation, mindfulness, effort avoidance motivation, self-monitoring during test performance, flow, and future time perspective); (3) interests and styles in learning (individual interest, situational interest/text-based interest, content motivation, learning styles, and motivated strategies for learning); (4) self-related constructs (self-concepts, perceived self-efficacy, and personal agency beliefs); and (5) other-related constructs (persuasibility, conceptual structure, alternative conceptions, and qualitative cognitive change). One figure is included. (SLD)

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ED 351 389          TM 019 227

Fraas, John W.; Newman, Isadore
A Binomial Test of Model Fit.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Estimation (Mathematics); *Evaluation Methods; *Goodness of Fit; *Heuristics; *Hypothesis Testing; *Models; Statistical Significance
IDENTIFIERS- *Binomial Test; T Values

A new method for evaluating model fit that is easy to use and interpret is presented. The new method, which uses a binomial test of the number of hypotheses (paths) in a model that are supported by the data, has heuristic value when considering problems associated with other goodness-of-fit measures. An application of the binomial test as a goodness-of-fit measure is presented. The procedure is applied to a career development model studied by K. K. Sidhu (1988). A hypothesis (path) is judged to be supported by the data when the parameter estimate

*Prevocational Education; *Program Evaluation; Supported Employment; Therapeutic Environment; Vocational Adjustment; Vocational Evaluation; Work Attitudes; Work Experience Programs
IDENTIFIERS- *New Leaf Program; Work Values

This paper describes an evaluation of a prevocational Work Experience Project called New Leaf, which offers unemployed homeless men and women the opportunity to acquire essential work-related social and employment skills in connection with vocational and educational services and drug-free treatment in a therapeutic community. The evaluation covers 11 months during which 142 men and women received on-site work experience and prevocational training while living in 18-month residential therapeutic communities that provide drug treatment services, transitional housing, and support services. The evaluation used a description evaluation approach with multiple outcome measures to assess changes that occurred as a result of project participation. Data collection consisted of information provided by participants in interviews with a trained research assistant, repeated measure ratings made by project staff using seven test instruments, and employment and housing status information. Results indicate that: (1) 61 percent of the participants remained in the program for the first 21 days; (2) 87 percent of 90 eligible participants maintained a positive Work Experience rating for 7 of 13 weeks; (3) 28 percent of 90 eligible participants made measurable progress toward employment; and (4) of 2 participants who completed the program and were eligible to seek outside employment and permanent housing, 1 was able to find a stable job and both found permanent housing. Included are eight tables. (JB)

ED 351 408 UD 028 913

Richardson, Rita C.; Evans, Elizabeth T.
African-American Males: Endangered Species and the Most Paddled.
PUB DATE- Jun 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Louisiana Association of Multicultural Education (Baton Rouge, LA, June 12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Population Trends; *Black Students; *Corporal Punishment; Cultural Influences; *Disadvantaged Youth; *Educational Discrimination; Elementary Secondary Education; Federal Legislation; *Males; Parent Attitudes; *Public Schools; Regional Attitudes; Regional Characteristics; School Policy; State Legislation; Teacher Attitudes
IDENTIFIERS- African Americans; *Louisiana

This paper reviews studies on the use of corporal punishment in the nation, particularly in Louisiana public schools, and the impact of corporal punishment on black male students. The paper reviews the recent polls and studies on attitudes toward corporal punishment, noting that approval rates for use of paddling are significantly higher in southern states and that in recent years the Federal Government has appeared to favor corporal punishment. Also discussed are statistics and other information on the current status of the black male child in crisis and at high risk of failure, including the fact that six percent of black male students receive corporal punishment in schools compared to three percent of whites. A review of the relation between corporal punishment and culture finds that routines; and (6) district and state support. Also covered are models for instruction in heterogeneous classes, the need for alternative assessment in a detracked school, and mention of the Accelerated Schools model. (Included are nine references.) (JB)

ED 351 427 UD 028 961

Impact of School Desegregation in Milwaukee Public Schools on Quality Education for Minorities... 15 Years Later.
PUB DATE- Aug 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Affirmative Action; *Black Youth; *Desegregation Effects; Desegregation Methods; Economic Factors; *Educational Quality; Elementary Secondary Education; Guidelines; Housing; Housing Discrimination; Neighborhood Integration; Outcomes of Education; Racial Integration; *School Desegregation; *Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI

This publication reports on the effects of school desegregation in Milwaukee (Wisconsin) Public Schools 15 years after desegregation was introduced and focuses on the quality of education available for minorities. In particular, the report looks at desegregation and educational outcomes, interracial and human relations, the effect of housing patterns on school desegregation, and strategies such as school choice and the development of black male academies. Information for the report was gathered during field investigations and a day and a half community forum. Report sections cover the context in which the desegregation plan was implemented, educational outcomes, human relations, other strategies to improve education, and the effect of housing patterns on school integration. A final section offering conclusions and recommendations observes that desegregation has not been fully accomplished, grades and scores for black children have declined, disciplinary actions and dropout rates have increased, and racial attitudes have polarized. Desegregation efforts have been complicated by declining economic and housing opportunities. Appendixes contain a list of public schools in the Milwaukee district, and an agenda from the information-gathering forum. (JB)

ED 351 428 UD 028 962

Parent Involvement Program Institute: Parents as Partners with Schools. Final Evaluation Report.
PUB DATE- Aug 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Parent Attitudes; *Parent Participation; Parent Role; Parent School Relationship; Parent Workshops; *Program Evaluation; Questionnaires; *School Districts; *Urban Schools
IDENTIFIERS- *New York City Board of Education; Parent Surveys; Partnerships in Education

An evaluation was done of the 1992 Parent Involvement Program Institute (PIPI), a program sponsored by the Office of Parent Involvement of the New York City Board of Education and held at Pace University (New York City). The PIPI brought together parents to showcase successful program components, and to

NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Attachment Behavior; Board of Education Policy; *Drug Abuse; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; *Intervention; Participant Satisfaction; Program Effectiveness; Program Evaluation; School Counselors; School Districts; Secondary School Teachers; *Workshops
IDENTIFIERS- *Saginaw City School System MI

This report evaluates the Saginaw Drug and Alcohol Abuse Education Training Program conducted in 1990-1991, which provided in-depth training for 94 professionals including 63 teachers and 7 counselors through a workshop lasting 5 days and containing 6 hours of instruction per day. The workshops addressed the identification of both drug abuse problems (use and co-dependency) and practical intervention strategies. An exit evaluation questionnaire was developed and used to assess participants' perceptions of how much they gained from the seminar and their opinions of it. Approximately three quarters "agreed" or "strongly agreed" that the seminar increased their knowledge in the topic areas. The most frequently noted strengths of the seminar were that it provided useful information and intervention techniques and that it gave details about the resources available in the system and community. The most frequently noted weakness was that it needed to focus more on practical suggestions. Appendices include the School District's alcohol drug and alcohol abuse policy for students; a workshop agenda; a workshop evaluation form and content examination; and lists of participants by occupation. Recommendations, test instruments, and 57 references complete the document. (LL)

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ED 351 332            SP 034 184

Davenport, Joanna, Ed.; Adrian, Marlene, Ed.
Basketball Monographs: Ideas for Today's Game.
PUB DATE- 92
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Athletes; *Athletic Coaches; *Basketball; College Athletics; Competition; *Females; Higher Education; High Schools; Intercollegiate Cooperation; *Womens Athletics
IDENTIFIERS- Basketball Offense; Sport History; Sports Officials

The monographs in this volume profile current information on basketball, covering a wide variety of topics regarding teaching, coaching, and playing girl's and women's basketball. Ten articles cover aspects of basketball ranging from history to nutrition and conditioning to techniques for high level competition. The titles and authors are as follows: (1) "Women's Intercollegiate Basketball: A History" (Joanna Davenport); (2) "The Female Coach: The Pressure Is On" (Connie M. Thorngren); (3) "Aggressive Behavior: Part of the Game or Part of the Problem" (M. Kathleen Ryan); (4) "Fit the Game to the Player" (Carolyn Lehr); (5) "Teamwork" (M. Karen Ruder); (6) "Nutrition and Its Application to Basketball" (Mildred Barnes); (7) "Coaching Hints for Developing a Post Player" (Anita Palmer); (8) "Looking" Better for Basketball (Darlene A. Kluka, Angela B. Lawson, and Phyllis A. Love); (9) "How Does Your Flexibility Program Rate?" (Mildred Barnes); and (10)

These lists are provided as a reference to assist schools in choosing the most appropriate tests to meet their particular needs. Appendix 4 is a 10-item bibliography of test information resources. (SLD)

ED 351 350 TM 019 158

Ravitch, Diane
Developing National Standards in Education.
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Sociological Association (August 22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Educational Assessment; *Educational Change; Educational Objectives; Educational Policy; Educational Research; Elementary Secondary Education; Equal Education; Excellence in Education; National Competency Tests; National Norms; *Outcomes of Education; *Public Schools; Standardized Tests; *Test Construction
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

The movement to develop national standards in education stems from the nation's continuing effort to identify the outcomes sought in schooling. The sources of the impetus for standards are disappointment with U.S. performance in international assessments, the participation of public leaders and educators in school reform, and the example created by the National Council of Teachers of Mathematics (NCTM), which has successfully developed voluntary national standards over the past several years. Each of these sources points to the fact that a growing number of people recognize that good national standards can: (1) create a coherent system; (2) promote purposeful and constructive change; (3) establish clear goals for learning; and (4) raise the overall quality of education. The purposes of standard setting are to promote equality of educational opportunity and to raise the academic achievement of all children. A critical first step is the creation of a national consensus about what students need to know and be able to do. Implementation will follow. If the NCTM standards serve as a model, expectations for national standards can be met. National standards need not equal standardization, but they should represent clear goals. Educational policy and educational research are both required to develop and implement national standards. (SLD)

ED 351 351 TM 019 159

Public School Professional Personnel Report: New York State, 1991-92.
PUB DATE- Jun 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; *Elementary School Teachers; Elementary Secondary Education; Professional Personnel; *Public School Teachers; *School Statistics; *Secondary School Teachers; State Surveys; Tables (Data); Teacher Certification; *Teacher Characteristics; Teacher Salaries; Teaching Experience
IDENTIFIERS- *New York

amount of time a child engaged in music-making activities was designated as the Intrinsic Motivation Level (IML) for musical activities. IML scores were significantly related to MCTM scores and all subscales of the MCTM. All MCTM subscale scores were significantly correlated. T-tests revealed that highly motivated children performed better on divergent thinking tasks than did children exhibiting low motivation levels. Finally, SI scores were found to be significantly higher for boys than for girls. Three tables present study findings, and two appendixes present definitions of components of musical creativity and IML rating guidelines. (Author/SLD)

ED 351 371 TM 019 195

Blankmeyer, Eric
L-Scaling: An Update.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Equations (Mathematics); *Mathematical Models; *Multivariate Analysis; *Sampling; *Statistical Inference; *Weighted Scores
IDENTIFIERS- Data Reduction Methods; Leontief Matrix; *L Scaling; Sensitivity Analysis; *Weighting (Statistical)

L-scaling is introduced as a technique for determining the weights in weighted averages or scaled scores for T joint observations on K variables. The technique is so named because of its formal resemblance to the Leontief matrix of mathematical economics. L-scaling is compared to several widely-used procedures for data reduction, and the discussion proceeds in terms of descriptive statistics since the various techniques have sampling properties that are either unknown or intractable. In principle, a researcher should choose a scaling method by proposing a model that explains how the discrepancies arise. This inferential approach is difficult in cases where the X data do not satisfy such requirements as multivariate normality and the statistical independence of the observations. In these cases, a researcher may choose to apply a kind of sensitivity analysis by comparing the outcomes of several scaling methods, including L-scaling. Four tables present analysis results. (SLD)

ED 351 372 TM 019 196

Richards, Anne L.; Luong-Van, Susan
Moderation Procedures in English and Mathematics in Years 10 and 11 in the Northern Territory.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Standards; Administrator Attitudes; Administrators; *English Instruction; Foreign Countries; Grade 10; Grade 11; Grading; High Schools; *High School Students; Inservice Teacher Education; Mail Surveys; *Mathematics Education; Questionnaires; Scoring; *Secondary School Teachers; Student Attitudes; Student Evaluation; Teacher Attitudes
IDENTIFIERS- *Australia (Northern Territory); Consensus; Consensus Moderation; *Standard Setting; Visitation Moderation

possesses the hypothesized sign and is statistically significant. For the model, the parameter estimates were expected to be positive and T values were expected to exceed two before the coefficient would be considered statistically significant. Since all seven of the parameter estimates had positive signs and T values in excess of two, all seven hypotheses are judged to be supported by the data. In the final step, the binomial probability value is calculated. Two tables and one figure illustrate the application. (SLD)

ED 351 390          TM 019 228

Van Velsor, Ellen; Leslie, Jean Brittain
Feedback to Managers, Volume I: A Guide to Evaluating Multi-Rater Feedback Instruments.
PUB DATE- Nov 91
NOTE- 71p.; For Volume II, see TM 019 229.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Behavior Patterns; *Evaluation Methods; Evaluators; *Feedback; Guidelines; Leadership Qualities; *Leadership Styles; *Managerial Occupations
IDENTIFIERS- Self Report Measures

"Feedback to Managers" is a two-volume report. Volume 1 presents a simple but comprehensive process for evaluating instruments designed to compare self-views to the views of others on multiple domains of managerial behavior. Sixteen steps in evaluating a multiple-perspective feedback questionnaire intended for management development are outlined sequentially, although they are not of equal importance. The most critical decisions come early in the process to enable the elimination of instruments that clearly do not meet the evaluator's needs. The following are the 16 steps: (1) find out what is available; (2) collect a complete set of materials; (3) compare your intended use to instrument characteristics; (4) examine the feedback scales; (5) familiarize yourself with the instrument-development process; (6) learn how items and feedback scales were developed; (7) find out how consistent scores tend to be; (8) assess basic aspects of validity (determine whether or not the instrument measures what it claims to measure); (9) think about face validity; (10) examine the response scale; (11) evaluate the feedback display; (12) understand how breakout of rater responses is handled; (13) learn what strategies are used to facilitate interpretation of scores; (14) look for development and support materials; (15) compare cost in terms of value for the price; and (16) consider length a minor issue. A 16-item checklist of the steps is included, as well as a glossary of technical terms. (SLD)

ED 351 391          TM 019 229

Van Velsor, Ellen; Leslie, Jean Brittain
Feedback to Managers, Volume II: A Review and Comparison of Sixteen Multi-Rater Feedback Instruments.
PUB DATE- Dec 91
NOTE- 301p.; For Volume I, see TM 019 228.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

among black parents, regardless of education or income, 67 percent said that they would use spanking or a belt on a child. Only 20 percent of whites would use similar methods. A look at Louisiana focuses on state statutes and court cases, as well as studies of attitudes statewide toward the use of corporal punishment. Included is a poem, "I'm Endangered So They Say" (R. C. Richardson), and 32 references. (JB)

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ED 351 409          UD 028 914

Pierson, Gary
Nevada Chapter 1 Basic and Advanced Skills Averages for 1989-90.
PUB DATE- Sep 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Compensatory Education; *Elementary School Students; Elementary Secondary Education; *Federal Programs; Graphs; *Junior High School Students; Mathematics Achievement; Program Evaluation; Reading Achievement; *Remedial Instruction; School Districts; *State Surveys; Test Results; Writing Achievement
IDENTIFIERS- Averaging (Mathematics); Education Consolidation Improvement Act Chapter 1; *Nevada; Normal Curve Equivalent Scores

This report presents the basic and advanced skill averages for students participating in Chapter 1 programs of the Elementary and Secondary Education Act in Nevada in the 1989-90 school year. The report averages are based on a post-test measure only as most Nevada school districts are in the midst of changing instruments to determine student gains. The scores in this report are the post-test averages for the state compared to each district's average. This report consists of the Normal Curve Equivalent (NCE) scores for each participating school district. NCEs are standard scores constructed to have a standard deviation of 21.06. This value was selected because it produces an exact match between NCEs of 1 and 99 and percentiles of 1 and 99. In general, the greater the NCE score, the more effective the project. Data are reported for 15 Nevada school districts that conducted Chapter 1 programs in 1989-90. The subject or subjects which were taught are reported by grade level. Data are presented in 44 bar graphs arranged alphabetically by school district and include brief descriptions of the programs in each county. (JB)

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ED 351 410          UD 028 915

Sem, Wee Cheng
Report on Student Performance in the Northern Territory Primary Assessment Program for Urban Schools: 1986.
PUB DATE- May 87
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Achievement Tests; Comparative Testing; Educational Assessment; *Elementary School Students; Federal Programs; Foreign Countries; Grade 5; Grade 7; Intermediate Grades; Junior High Schools; Junior High School Students; *Mathematics Achievement; Program Evaluation; *Reading Achievement; Standardized Tests; *Test Results; *Urban

provide help and encouragement to parents who want to adopt, initiate, or expand the showcased PIPI programs in their children's schools or community school districts. The evaluation was conducted by asking participants at the close of the PIPI to complete a questionnaire about their attitudes about the PIPI. Of the 352 PIPI attenders, 204 (58 percent) completed evaluation questionnaires. Analysis of the responses indicate that most attenders were parents, most rated aspects of the PIPI "very useful," 70 percent found the PIPI's organization excellent, and 90 percent reported "extensive" opportunities to ask questions and present ideas. Aspects of the PIPI considered most useful in descending order were personal interaction among participants, program successes in the schools, PIPI format and speakers, and parent involvement in the schools and at meetings. This analysis concludes that the PIPIs should continue and provides suggestions for several changes and enhancements. (JB)

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ED 351 429          UD 028 965

Academic Discrimination: Failure To Recognize Individual Differences.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Black Students; Child Abuse; Disadvantaged Youth; *Educational Discrimination; Elementary School Students; Elementary Secondary Education; *Heterogeneous Grouping; *High Risk Students; *Individual Differences; Limited English Speaking; *Low Achievement; Racial Discrimination; School Role; Secondary School Students; *Student Placement

This paper argues that school practices that put at-risk students and limited-English students with grade-appropriate students in heterogeneous groups may in fact be abusive and discriminatory. Significant access to instructional content can occur only if the material matches the skill level of the children. If a lesson is presented to a group of children who exhibit great individual differences in skills and knowledge, the lower performers do not have access to the content because they lack skills and knowledge needed to learn the content. Placement abuses can be identified by noting where students are placed in curricular sequences that are greatly discrepant with the students' performance. Student abuse can happen when schools install newly adopted instructional material. The essay closes by making the argument that these abusive practices based on individual differences become discriminatory when particular sub-groups of a population are selectively subjected to the abusive practice or when the likelihood of the abuse is far greater for one sub-group of the population than it is for other groups. In particular, Blacks, non-English speaking students, and at-risk children receive serious injuries from misplacement in instructional sequences. (JB)

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ED 351 430          UD 028 976

Niedergang, Mark; McCoy, Martha L.
Can't We All Just Get Along? A Manual for Discussion Programs on Racism and Race Relations.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English

"Strength and Conditioning for Women Basketball Players" (MaryBeth Horodyski, Amanda B. Hopkins, and Thomas J. Koesterer). (LL)

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ED 351 333 SP 034 190

Packard, Richard D.; Dereshiwsky, Mary I.
Validity of Key Factors within the Assessment Instrumentation Used for the Evaluation of the Arizona Career Ladders Program.
PUB DATE- Nov 92
NOTE- 25p.; Paper presented at a Meeting of the Arizona Educational Research Organization (Phoenix, AZ, November 5-6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; Demonstration Programs; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Factor Analysis; Factor Structure; Program Evaluation; *Teacher Attitudes; Teacher Persistence; *Teacher Promotion; Teacher Recruitment; *Teaching (Occupation); *Validated Programs
IDENTIFIERS- Arizona

In 1985, Arizona initiated a 5-year pilot test of the Career Ladder Teacher Incentive and Development Program. The program provided alternate avenues for teachers to advance other than by accumulating years of experience and college credits. Data were collected annually through the Career Ladder Perception Assessment Scale Survey, which evaluated the program in terms of recruiting, retaining and motivating high-quality teachers who impact positively on student achievement. Results of a series of factor analyses incorporated into nine tables present data as follows: (1) Summary Statistics: Principal Factor Method; (2) Factor 1: Program Reform and Accountability; (3) Factor 2: Communication and Emotional Health; (4) Factor 3: Evaluation and Placement; (5) Factor 4: Psychological Self-Actualization; (6) Factor 5: Peer Evaluation; (7) Factor 6: Program Support; (8) Factor 7: Teacher Input and Advancement Opportunities; and (9) Cronbach's Alpha Values for Seven Extracted Factors. Seventy references, a series of legislative reports and publications related to the project, and a copy of the Career Ladder Perception Assessment Scale Survey complete the document. (LL)

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ED 351 334 SP 034 197

Hawley, Willis D., Ed.
The Alternative Certification of Teachers. Teacher Education Monograph No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 195p.; The content of this monograph originally appeared as a volume of "The Peabody Journal of Education" v67, n3, Spring 1990) under the same title.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- *Alternative Teacher Certification; Conventional Instruction; Elementary Secondary Education; *Employment Opportunities; Nontraditional Education; *Policy Formation;

Information in this report, provided in 16 data tables, was derived from New York State's Basic Educational Data System and state teacher certification files. Data are based on information submitted by all public elementary schools and secondary schools in the state. Several statistics about professional school personnel in New York are given. Information presented by professional field (tables 1 through 6) deals with positions rather than with people. Persons who work in more than one professional field are counted once in each field. Tables showing the characteristics of teachers (tables 7 and 8) and administrators (tables 9-16) represent unduplicated counts of individuals. In addition, except for the information on salaries, no distinction is made between full- and part-time positions. Information is provided on number, salaries, degree status, certification status, experience, age distribution, and geographic distribution of school professional personnel, with characteristics of principals grouped by school level. (SLD)

ED 351 352          TM 019 161

College Bound Seniors. 1992 Profile of SAT and Achievement Test Takers. National Report.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Admission Criteria; *College Bound Students; College Entrance Examinations; High Schools; *High School Seniors; Institutional Characteristics; *National Surveys; *Profiles; Questionnaires; Scores; *Student Characteristics; Tables (Data); Test Interpretation; Test Results; Test Use
IDENTIFIERS- College Board Achievement Tests; *Scholastic Aptitude Test; Student Descriptive Questionnaire; Student Surveys; Test of Standard Written English

The Admissions Testing Program of the College Board consists of the Scholastic Aptitude Test (SAT), the Test of Standard Written English (TSWE), the Student Descriptive Questionnaire (SDQ), and the Achievement Tests. By registering for the tests and completing the SDQ, students provide information about themselves and their schools for their own planning and for use by high schools, colleges, and the College Board. Mean SAT scores are displayed in this report for different portions of the testing population using information from the SDQ. Of particular interest is the detailed information about students' academic preparation and the number of years of study in various subject areas. Test score distributions are presented, which are identical in format to those provided since 1972 except for the introduction in 1990 of SAT scores at the 25th, 50th, and 75th percentiles. Information on the characteristics of the students' high schools, taken from a survey of secondary schools, is provided, including type, locale, and the size of the senior class. The primary purpose of this report is to provide those who need to interpret SAT scores--students, guidance counselors, admission officers, and many others--with this broader context. The 1992 information for 1,099,639 students is provided in tabular form. (SLD)

ED 351 353          TM 019 162

Schlessman-Frost, Amy

Consensus and visitation moderation are applied to Year 10 and Year 11 English and mathematics with the aim of achieving comparable standards across the Northern Territory (Australia). Additional aims are to provide professional support and inservice for teachers and to improve performance standards. Moderation involves meetings of teachers and subject moderators at the beginning of the year and at intervals to reach a consensus on gradings of student achievement. To study the process in the Northern Territory, 14 observations were made of consensus moderation and moderators' visits to the schools. Questionnaires about moderation procedures were completed by 67 English teachers, 68 mathematics teachers, 32 administrators, and 274 Year 10 students, and 177 Year 11 students. While administrators found many problems with the moderation process, they generally felt that the teachers and the school benefitted from the procedures. Most students thought that moderation was a fair method of assessment, and they liked being able to compare grades throughout the Territory. Teachers thought that moderation provided them with valuable feedback, but often disliked the amount of time the process required. Fifteen tables and 25 graphs present study findings. Three appendixes contain the questionnaires for administrators, teachers, and students. (SLD)

ED 351 373 TM 019 197

Abbott, Jeannie, Comp.
Primary Assessment Program Writing Moderation Booklets: A Report of the Survey of their Usage and Usefulness.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *Elementary School Teachers; Evaluation Utilization; Foreign Countries; Grade 5; Grade 7; *Grading; Intermediate Grades; Junior High Schools; Mail Surveys; Questionnaires; *Student Evaluation; *Teacher Attitudes; Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Australia (Northern Territory); Consensus Moderation; Teacher Surveys; Writing Samples

To determine the appropriateness of existing writing assessment instruments, to set directions for future assessment, and to ensure that assessment instruments are consistent with the requirements of the new English curriculum of the Northern Territory (Australia), teachers were sampled to determine how they used the booklets of moderated writing samples in 1991 and to gain other information about their regard for the moderated writing samples. A survey questionnaire was sent to teachers in years 5 and 7 in 71 schools and to various administration officials. A total of 86 teachers responded. Teachers believed, as they had in a 1989 survey, that the booklets containing the moderated samples and the framework of descriptors provided for assessment are useful resources for assessment of student writing. Nevertheless, many teachers did not know of or did not have access to the booklets. Year-7 teachers made more use of the booklets than did Year-5 teachers. Informal discussions made it clear that teachers are interested in having access to collections of moderated samples of early childhood student writing. With full implementation of the new curriculum and annual system-wide moderation of student writing at years 5 and 7, use of the moderated samples will probably increase. The

EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Behavior Patterns; Comparative Testing; *Evaluation Methods; Evaluators; *Feedback; Leadership Qualities; *Leadership Styles; *Managerial Occupations; Surveys; Test Reviews
IDENTIFIERS- Self Report Measures

"Feedback to Managers" is a two-volume report. Volume 2 compares 16 of the better feedback instruments available. The following are the instruments: (1) ACUMEN Group Feedback; (2) BENCHMARKS; (3) the Campbell Leadership Index; (4) COMPASS: the Managerial Practices Survey; (5) the Executive Success Profile; (6) Leader Behavior Analysis II; (7) the Visionary Leader: Leader Behavior Questionnaire; (8) the Leadership Practices Inventory; (9) the Life Styles Inventory; (10) the Management Effectiveness Profile System; (11) the Management Skills Profile; (12) the Multifactor Leadership Questionnaire; (13) PRAXIS; (14) the Survey of Leadership Practices; (15) the Survey of Management Practices; and (16) the System for the Multiple Level Observation of Groups. The purpose, target audience, feedback scales, response scales, development, and characteristics of each instrument and the feedback produced are reviewed. Sixteen tables are included. (SLD)

ED 351 392 TM 019 231

Bigenho, Frederick W., Jr.
Conceptual Developments in Schema Theory.
PUB DATE- 25 Sep 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Psychology; *Concept Formation; Definitions; *Learning Theories; Models; *Networks; Prior Learning; Research Methodology; *Schemata (Cognition); Schematic Studies
IDENTIFIERS- Dual Coding Hypothesis; *Schema Theory

The conceptual development of schema theory, the way an individual organizes knowledge, is discussed, reviewing a range of perspectives regarding schema. Schema has been defined as the interfacing of incoming information with prior knowledge, clustered in networks. These networks comprise a superordinate concept and supporting information. The information covers a wide perspective including defining features, characteristics, associations, functions, and propositions. These organizing methods allow schema to form networks with one another. Schema can be interwoven, subsumed, or enveloped by other schema. In this paper, several schema definitions are reviewed, and alternatives are presented. Applications of schema theory are illustrated, and current trends in schema research are reviewed, including the use of propositional analysis, mental models, and alternatives such as the theory of dual coding. The importance of schema theory in the development of cognitive science is discussed. One table summarizes 10 schema theories. (SLD)

Schools
IDENTIFIERS- *Australia (Northern Territory)

This publication reports on student achievement in the basic skills of reading and mathematics at Years 5 and 7 in 52 urban schools of the Northern Territory of Australia in 1986, the third year of implementation of the Primary Assessment Program (PAP). PAP has been acknowledged by the national committee of the Australian Cooperative Assessment Program as significant because of its role in providing quality evaluation and assessment strategies for use by schools and teachers to review and improve teaching and learning. The report consists of 13 chapters, most of which offer detailed analyses of various sections of the assessment tests, including examples from the testing instruments. Early chapters of the report discuss the criterion referenced testing used in the program and the program's approach to data collection and analysis. An evaluation of the results indicates that for the majority of questions in the reading test and mathematics test, the success rates were generally satisfactory. Performance was particularly good in routine computation and measurement in mathematics. Areas of weakness are reported to be decimal computation in Year 7 and comprehension of prose passages in Year 5. Included are numerous sample test items, 14 tables, an appendix containing 39 additional figures illustrating results, and 14 references. (JB)

ED 351 411          UD 028 916

Where Did They Go? Northern Territory 1990 School Leaver Destinations. Report 1.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Career Choice; Dropout Attitudes; Dropout Rate; *Dropouts; *Education Work Relationship; Employment; *Followup Studies; Foreign Countries; Mail Surveys; Secondary Education; Telephone Surveys; Urban Youth; *Young Adults
IDENTIFIERS- *Australia (Northern Territory)

A study was done of the destinations of secondary school dropouts in 1990 in the Northern Territory of Australia, focusing on aspects of the school-to-work transition. The study contacted students through mailed surveys and telephone interviews. Information on dropouts not contacted through these methods was gained from the Northern Territory Department of Education's Employment and Training Branch. Particular difficulty was encountered in obtaining information on rural aboriginal school leavers so that consequently the study focused primary on urban students. During the 1990 school year, 1,813 15-year-old students left the urban schools. Of those, 47.4 percent left to go to work, 35 percent left for further study of some kind, and 17.6 percent went to other destinations. Of the dropouts who went on to work most took jobs as clerks, salespersons, and personal service workers. A substantial number also entered apprenticeship programs. When former students were asked about their reasons for leaving school, dissatisfaction with school itself was the second largest single reason after the first reason: leaving the geographic area. Results of the questionnaire also found that 60 percent of participants intended to further their education in the future. Included are 20 tables and 9 figures. An appendix gives a classification if occupational groups used in the study. (JB)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Community Programs; *Consciousness Raising; Cultural Awareness; *Discussion (Teaching Technique); *Group Discussion; Program Implementation; Racial Bias; Racial Discrimination; *Racial Relations; Teaching Guides
IDENTIFIERS- *Study Circles

This manual offers a means for individuals to engage members of their community or organization in a dialogue on racism and race relations. In particular, it provides basic building blocks for a discussion program on racism and race relations and some suggestions for designing a program pertinent to particular needs of groups or organizations. The study circle philosophy used encourages respectful listening to everyone's views. Part 1 of the manual offers a brief introduction, describes ways that study circles can help address racism and race relations, and provides core material for the discussion program consisting of five possible sessions. Some ideas are included for leading and organizing discussions on racism and race relations and general information about the study circle process. Part 2 shows how to build on or adapt the sessions described in Part 1 to meet the needs of particular institutions. This section also includes 3 readings on race relations, an annotated bibliography of 22 books and articles and 2 videos, 2 other bibliographies, and tips on reading media coverage of the Los Angeles (California) riots and their aftermath. Also listed are other resources available from the Study Circle Resource Center. (JB)

ED 351 431 UD 028 978

Ponessa, Joan M.
Student Access to Extracurricular Activities.
PUB DATE- Oct 92
NOTE- 11p.; Seventh paper in a series on New Jersey education issues.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Athletics; Competition; Disadvantaged Youth; Dropout Rate; *Economically Disadvantaged; Economic Factors; Equal Education; *Extracurricular Activities; High Schools; High School Students; Minority Group Children; School Recreational Programs; Sex Differences; *Student Participation; *Urban Schools; Urban Youth
IDENTIFIERS- *New Jersey

As part of a long-term study of dropout related issues, this serial issue focuses on the topic of extracurricular activities and their availability in 15 of the largest urban districts in New Jersey. Following an opening section reviewing some of the positions taken over the years regarding extracurricular activities and their role in schools, the argument looks at athletic participation and discusses differences in the availability of interscholastic sports programs between the large urban districts and other districts around the state as well as sharp contrasts in student participation. All of the urban districts offered fewer athletic programs and actual numbers of participants was significantly lower in 1990-91 compared to 1988-89. In all districts, male participation in sports is higher than that of females. The lower percentage of sports participation in urban high schools is primarily the

*Program Improvement; *Teacher Education Programs; Teacher Improvement; Teacher Interns; *Teaching (Occupation); Theory Practice Relationship; Urban Education
IDENTIFIERS- Connecticut; ERIC Clearinghouse on Teacher Education; Los Angeles Unified School District CA; Southern Regional Education Board

Criticisms of teacher education, the low economic and political costs of trying to reform schools by reforming teacher education, along with the difficulty of filling some teaching positions with persons certified in traditional ways, have fueled a movement to create alternative routes to teacher certification in the vast majority of states. This monograph seeks to inform the ongoing policy debate over when and for what purposes alternative certification of teachers should be employed and to develop lessons that might lead to increasing the effectiveness of both alternative certification and traditional programs of teacher preparation. Following an introduction, the publication consists of six articles: (1) "The Theory and Practice of Alternative Certification: Implications for the Improvement of Teaching" (Willis D. Hawley); (2) "Alternative Certification in Connecticut: Reshaping the Profession" (Traci Bliss); (3) "Alternative Certification: State Policies in the SREB (Southern Regional Education Board) States" (Lynn M. Cornett); (4) "Los Angeles Unified School District Intern Program: Recruiting and Preparing Teachers for an Urban Context" (Trish Stoddart); (5) "Teaching and Knowledge: Policy Issues Posed by Alternate Certification for Teachers" (Linda Darling-Hammond); and (6) "The Place of Alternative Certification in the Education of Teachers" (Gary D. Fenstermacher). Selected references for each chapter are included. (LL)

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ED 351 335          SP 034 230

Summerfield, Liane
Comprehensive School Health Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Design; Curriculum Guides; Educational Objectives; Elementary Secondary Education; *Health Education; *Health Promotion; *Instructional Development; Preschool Education; *Program Content; *Teacher Certification; Teacher Education
IDENTIFIERS- *Comprehensive School Health Education; *Comprehensive School Health Programs; ERIC Digests

Comprehensive school health education is a planned, sequential curriculum promoting the development of health and well-being for students in preschool through grade 12. Programs consist of school health services, a healthful school environment, and health instruction. It is recommended that the following 10 areas be included in all programs: community health, consumer health, environmental health, family life, mental and emotional health, nutrition, personal health, chronic and infectious disease prevention and control, safety and accident prevention, and substance use and abuse. The importance of comprehensive school health is emphasized and teacher preparation and certification are discussed in accordance with standards established by the Association for the Advancement of Health

Educational Evaluation in a Pluralistic Democracy: Some Policy Recommendations.
PUB DATE- Sep 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Community Involvement; Cultural Awareness; *Cultural Pluralism; *Democracy; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Guidelines; Parent Participation; *Participative Decision Making; *Policy Formation; Research Design; Student Participation; Teacher Participation

Despite attention to cultural considerations in teacher education, curriculum development, and educational policy making and analysis, evaluation remains the last bastion of ethnocentrism in educational evaluation. Evaluators should accept the challenge of finding new ways to explore educational successes within various cultural contexts. More democratic and culturally appropriate parameters for evaluation can result if the following policy recommendations are implemented: (1) participants in a democratic evaluation (parents, students, and teachers) should use their language of choice in providing input; (2) perceptions of those affected by the educational process should be incorporated into evaluation goals; (3) cultural values should receive high priority; (4) studies to establish cultural taxonomies should be incorporated; (5) evaluation methods and instruments should be developed in conjunction with participants in the educational process; (6) evaluation design and methods should parallel group processes being evaluated; (7) results of educational evaluations should not be published as a negative reflection on the communities involved; (8) shared group ideals should identify enlightened self-interest procedures for community education; and (9) evaluations that contribute to open futures for multiple cultures should set parameters for new educational evaluation and research paradigms. Only community participation can make educational evaluation part of the democratic process. (SLD)

ED 351 354          TM 019 163

Schlessman-Frost, Amy
A Democratic Model and Some Policy Recommendations: Multicultural Educational Evaluation.
PUB DATE- Dec 91
NOTE- 10p.; In: Orteza y Miranda, Evelina, Ed. Philosophy of Education Proceedings. Alberta, Canada, 1991. p87-94.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; *Cultural Awareness; *Democracy; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Guidelines; Models; *Multicultural Education; Parent Participation; *Participative Decision Making; Policy Formation; Standardized Tests; Student Participation; Teacher Participation

A democratic model of educational evaluation and some policy recommendations to develop culturally appropriate evaluation are presented. The traditional hard science paradigm in research must be replaced with evaluation designed to feed back to communities of varying cultural backgrounds. The most fundamental assumption of the new model is democracy, or the booklet survey is included. (SLD)

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ED 351 374 TM 019 198

Tests, Examinations and Assessment in Schools: The Role of External Tests and Examinations in the Assessment of Student Achievement at the Secondary Level--A Review of the Current Debate.
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Comparative Analysis; *Educational Assessment; Educational Change; Educational Improvement; Educational Practices; Educational Trends; Foreign Countries; Secondary Education; *Secondary School Students; *Standardized Tests; *Student Evaluation; *Test Use
IDENTIFIERS- *Australia (Northern Territory); External Examination Program

Issues surrounding educational assessment in Australia's Northern Territory are discussed. It is possible that the real issue is not an actual decline in educational standards, but instead, a decrease in public confidence in educational practice. Global patterns in educational testing and the assessment systems of the United States, the British Isles, and parts of Europe and Asia are compared with those of the individual Australian states and territories. Arguments against system-wide external examinations and tests for the Northern Territory can be summarized as: (1) in the rest of Australia, the trend is away from such examinations; (2) these tests may encourage classroom competition rather than cooperation; (3) failure may become institutionalized; (4) reform may be frustrated by external examinations; (5) inequalities may be supported by test results; (6) tests do not necessarily work to raise standards; (7) tests deny the realities of individual differences; (8) the validity of tests is in question; and (9) improper test use can give inaccurate portrayals of achievement. Proponents of standardized assessment argue that objective system-wide tests negate the potential prejudices of subjective assessment and facilitate advancement of minority groups. Possible approaches that the Territory may choose are outlined. A 68-item list of references is included. (SLD)

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ED 351 375 TM 019 199

Employer Expectations of School Leaver Applicants.
PUB DATE- 90
NOTE- 105p.; A joint research project conducted with the Education Advisory Council with assistance from the Rotary Clubs of Darwin and Alice Springs.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Selection (Students); Credentials; Educational Assessment; *Education Work Relationship; *Employer Attitudes; Employers; Employment Qualifications; Foreign Countries; *Graduates; Higher Education; High Schools; *Job Applicants; Licensing Examinations (Professions); Mail Surveys; Outcomes of Education; Questionnaires; *Relevance (Education); Vocational Education; Workshops

ED 351 393 TM 019 232

Connecticut Education Evaluation and Remedial Assistance. Grade 4 Mastery Test Results. Summary and Interpretations: 1991-92.
PUB DATE- 92
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Criterion Referenced Tests; Educational Objectives; Elementary Education; *Elementary School Students; *Grade 4; Intermediate Grades; Listening; *Mastery Tests; Mathematics Achievement; Reading Achievement; State Programs; *State Surveys; Testing Programs; *Test Results; Writing Achievement
IDENTIFIERS- *Connecticut Mastery Testing Program

An overview and summary are presented of the implementation of the Connecticut Mastery Test for grade 4. The testing program assesses essential skills in mathematics and language arts including listening, reading, and writing for students in grades 4, 6, and 8. The criterion-referenced mastery test assesses how well each student is performing on skills identified by content experts and practicing educators as important for students entering the fourth grade. In 1991, fourth graders mastered an average 21.2 of the 25 mathematics objectives tested, representing no change from the preceding year. A total of 88.4 percent of the students scored at or above the remedial standard, slightly up from the preceding year. In language arts, there was no change from the preceding year, as fourth graders mastered an average of 6.3 of the 9 objectives tested. In writing, fourth graders averaged 4.9 on a scale of 2 to 8, slightly down from 1990, although the number scoring above the remedial standard increased somewhat. In reading, fourth graders averaged 49 units on the Degrees of Reading Power, up slightly from 1990. About 53 percent scored at or above the reading goal, an increase from 1990. Comparative information for 1985 through 1991 is given. Twelve charts present test results, and 12 appendixes provide supplemental information about testing and scoring. (SLD)

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ED 351 394 TM 019 233

Connecticut Education Evaluation and Remedial Assistance. Grade 6 Mastery Test Results. Summary and Interpretations: 1991-92.
PUB DATE- 92
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Educational Objectives; Educational Trends; Elementary Education; *Elementary School Students; *Grade 6; Intermediate Grades; Language Arts; Listening; *Mastery Tests; Mathematics Achievement; Reading Achievement; Remedial Programs; State Programs; *State Surveys; Testing Programs; *Test Results; Trend Analysis; Writing Achievement
IDENTIFIERS- *Connecticut Mastery Testing Program

The Connecticut Mastery Test is a critical element of the state's efforts to attain educational equity and excellence. The testing program assesses essential skills in mathematics and language arts, including listening, reading, and writing for grades 4, 6, and 8. Student achievement is measured and

ED 351 412 UD 028 918

Coppola, Mary Allison
Identifying a Difference between Teachers' and School-Based Administrators' Perceptions of Charlotte-Mecklenburg Schools' Chapter 1 Preschool Program.
PUB DATE- 91
NOTE- 66p.; Master's Thesis, University of North Carolina.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Compensatory Education; Curriculum Development; *Educational Attitudes; Federal Programs; *Individual Differences; Needs Assessment; Preschool Education; *Preschool Teachers; *Principals; Program Implementation; Program Improvement; Remedial Instruction; *Teacher Attitudes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This study was conducted to identify a difference between preschool teachers' and school-based administrators' perceptions of critical issues and the numerical ranking assigned to those issues in the Charlotte-Mecklenburg Schools' (North Carolina) Chapter 1 Preschool Program. The study tested three hypotheses, and sought to ascertain what teachers and administrators understood to be critical issues in Chapter 1 education, the difference between rankings of the issues, value placed on the program, and the relationship between length of experience with the program and value assigned to it. The study involved administering 2 surveys based on the Delphi Technique to 34 preschool teachers, 11 principals, and 12 assistant principals. The rate of return of usable surveys for each round of mailings was 57 and 56 percent, respectively. Analysis of the responses found that there was a difference between the responses of the 2 groups and that of 10 issues, only 2 were ranked the same by teachers and administrators. Overall, it appears that teachers have a micro-level perspective focused on individual classroom concerns. Administrators have a macro-level perspective, evaluating prioritized needs of all program components. Included are an appendix containing samples of the correspondence, forms, and instruments used; and 40 references. (JB)

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ED 351 413 UD 028 919

Jensen, Inge-Lise; Verg-in, Yen-ti
Chinese Treasure Chest: An Integrated Exploratory Chinese Language & Culture Program.
PUB DATE- Oct 91
NOTE- 32p.; Numerous photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chinese; *Chinese Culture; Cultural Awareness; *Cultural Education; Curriculum Development; Elementary Education; *Integrated Curriculum; *Program Descriptions; Second Language Instruction; *Teacher Developed Materials
IDENTIFIERS- Aleutians East Borough School District AK; China; Chinese Literature; Chinese People

This publication describes the Chinese Treasure Chest project, an exploratory Chinese language and culture program developed by result of the lower number of offerings and the smaller number of team levels. Also, there is a lack of opportunities for students to participate in athletics before the high school level. Also covered in the report are other non-athletic offerings, equity issues among athletic and non-athletic funding, and the effect of participation in extracurricular activities on the dropout rate. A closing section discusses recommendations. (JB)

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ED 351 432 UD 028 979

Compensatory Education. Most Chapter 1 Funds in Eight Districts Used for Classroom Services. Fact Sheet for Congressional Requesters.
PUB DATE- Sep 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Federal Programs; Financial Support; Research Methodology; *Resource Allocation; School Districts; *School District Spending; School Funds; School Surveys; Supplementary Education; *Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

In response to a request of the House of Representatives Committee on Education and Labor, the General Accounting Office (GAO) studied how school districts use funds for compensatory education under Chapter 1 of the Elementary and Secondary Education Act of 1965. To obtain this information, the GAO gathered Chapter 1 expenditures for the school year 1990-91 from eight selected large school districts in four states, two of which were urban. To meet student needs, districts used a variety of strategies, falling into the following categories: (1) classroom services (primarily salaries and benefits for teachers and teacher assistants, and supplies and equipment used in classrooms); (2) support services (primarily curriculum development, teacher training, activities to increase student involvement, and salaries and benefits for such personnel as counselors and truant officers); and (3) administration (primarily salaries and benefits for Chapter 1 coordinators and administrative staff, and supplies and equipment used to support the Chapter 1 program). In the eight districts studied, an average of nearly three of four Chapter 1 dollars went to classroom services during the 1990-91 school year. Most of the money went to salaries and expenses for supplemental teachers and teacher aides. Although the two urban districts had the lowest percentages of expenditures for classroom services, they differed from each other. One spent a smaller percentage of its Chapter 1 funds on classroom services than the other - 65 percent compared with 80 percent. Appendix 1 discusses the scope and methodology of the study. Appendix 2 gives an analysis of Chapter 1 expenditures in each district. Appendix 3 lists major contributions to the report. There are two tables and three graphs of study data. (SLD)

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ED 351 433 UD 028 985

Bennett, Claudette E.
The Black Population in the United States: March 1991.
PUB DATE- Sep 92
NOTE- 122p.; For the March 1990 and 1989 report, see ED 341 750.

Education. Selection of a health curriculum is addressed in terms of goals and objectives, content, teaching strategies, learning activities, materials, time devoted to implementation, evaluation methods, cultural equity, and sex equity. Thirteen curriculum guides which may be accessed through ERIC are listed. (Contains 12 references.) (LL)

ED 351 336          SP 034 231

Baratz-Snowden, Joan
National Board for Professional Teaching Standards--Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.; Updates ED 304 444.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Age Groups; Early Childhood Education; Educational Improvement; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Higher Education; Measures (Individuals); National Programs; Public Education; Research and Development; Standards; *Teacher Certification; Teacher Education; *Teacher Evaluation; *Teacher Qualifications
IDENTIFIERS- *Assessment of Performance in Teaching; ERIC Digests; *National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 and charged with the mission of improving the quality of teaching and public education. The National Board certification system involves three critical elements: (1) standards setting; (2) assessment instruments; and (3) professional development. This Digest discusses the National Board's research and development activities designed to develop an assessment system that meets the NBPTS criteria. The standards setting process and assessment development and implementation processes comprise the two main components of the National Board's research and development agenda. The National Board believes that a unitary certificate suggesting proficiency in teaching all subjects to all students of all ages is unwarranted. Consequently, NBPTS is establishing standards committees in each of 30 certification fields to define standards and student age levels. The NBPTS assessment system will be performance based and will employ a broad range of strategies. The first assessment will be launched in early 1993, and the full system of National Board Certification will be completed by the 1998-1999 school year. Five references are included. (LL)

ED 351 337          TM 017 989

Seok-Hoon, Seng
Cognitive and Social Development of Preschoolers: Gender Differences.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

democratic principle, meaning participation by people in decisions that affect them. The value-aesthetic focus is to identify shared and cherished ideas from multiple cultures. The shared value system of a multicultural democracy will be operationalized into new forms of educational evaluation through participatory design development that involves representation of each participating culture in the selection of evaluation methodology. Culture must be incorporated into the discourse categories of evaluation to make evaluation a contributing part of the democratic process of education. The bottom line for the new model of evaluation is not the use of usual descriptive information gathered from standardized and normed instruments; rather, the intent is to prescriptively reinform the participants of their own perceptions of their children's school environment, instruction, and the values transmitted. One figure presents the evaluation model. (SLD)

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ED 351 355 TM 019 164

Byrne, Barbara M.
The Maslach Burnout Inventory: Testing for Invariant Factorial Structure across Gender for Elementary and Secondary Teachers.
PUB DATE- 92
NOTE- 29p.; Paper presented at the International Congress of Psychology (25th, Brussels, Belgium, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Content Validity; Correlation; *Elementary School Teachers; Elementary Secondary Education; *Factor Structure; Females; Foreign Countries; Males; *Secondary School Teachers; *Sex Differences; *Teacher Burnout
IDENTIFIERS- Canada; Confirmatory Factor Analysis; Cross Validation; *Maslach Burnout Inventory

A study was conducted to: (1) test for the factorial validity of the 22-item Maslach Burnout Inventory (MBI) separately for 742 male and 801 female elementary school teachers and 659 male and 721 female secondary school teachers in Central Canada; (2) cross-validate findings across a second independent sample for each teacher group; and (3) test for invariant factorial structure across gender within each of the 2 teaching panels. Although confirmatory factor analysis supports a 3-factor structure, it also supports previous research in demonstrating the strong cross-loading of item 12 on the Emotional Exhaustion factor, and abnormally large correlated errors between items 1 and 2, items 10 and 11, and items 6 and 16. These results were invariant across the calibration/validation groups, across gender, and across elementary/secondary teaching panels. A retesting of content validity associated with these items is strongly recommended. Four tables and 1 figure present analysis results, and 34 references are listed. (Author/SLD)

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ED 351 356 TM 019 165

Byrne, Barbara M.; And Others
Gender Differences in Adolescent Depression: Testing for Invariant Measurement and Structure for the BDI (French Version).
PUB DATE- Jul 92
NOTE- 31p.; Paper presented at the International Congress of Psychology (25th, Brussels, Belgium, July 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

IDENTIFIERS- Australia (Northern Territory)

As a step in ensuring positive and constructive links between business and education through research, this study was conducted to assess employer views of student assessment and credentialing processes in the Northern Territory (Australia), replicating a study conducted in New South Wales (Australia). A questionnaire was completed by 206 employers (out of 500 employers contacted by mail) to determine their views, and structured group discussions were held in workshop sessions attended by about 40 participants (employers, representatives of the Rotary Club, and school system employees). A high percentage of employers placed particular emphasis on presentation of self, oral communication, and standard of dress as important attributes for school leavers (graduates). Presentation and organization of supporting documents were seen as almost as important. Most employers did take into consideration the subjects the school leaver applicant had studied, and nearly all placed high importance on English and mathematics. A majority placed high importance on computer studies, commerce, and economics; and about two-thirds placed high importance on the sciences and technical studies. Findings should enable the Northern Territory schools to make better decisions about students' needs and reporting practices to reflect assessment for employers. Appendixes contain: (1) the questionnaire used; (2) responses to questionnaire items; (3) the workshop agenda; (4) focus questions for the workshop groups; and (5) a list of participants. There are 17 tables of study data and 12 illustrative figures. (SLD)

ED 351 376          TM 019 202

Dowd, Steven B.
Multiple-Choice and Alternate-Choice Questions: Description and Analysis.
PUB DATE- Sep 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Testing; Difficulty Level; Evaluation Methods; Higher Education; *Multiple Choice Tests; Professional Education; *Radiologic Technologists; Radiology; Research Methodology; *Test Construction; Test Format; Test Items; Test Validity
IDENTIFIERS- *Alternate Choice Questions

An alternative to multiple-choice (MC) testing is suggested as it pertains to the field of radiologic technology education. General principles for writing MC questions are given and contrasted with a new type of MC question, the alternate-choice (AC) question, in which the answer choices are embedded in the question in a short form that resembles real speech and the way in which material is taught. In a small study of the use of these questions, 10 students in a radiographic techniques course took a quiz in half MC and half AC formats. The quiz covered the initial lecture topic of radiographic density. Higher validity was found for the MC questions, which could be considered more difficult and better predictors of learning. Results do not support the value of AC questions, but it is suggested that radiologic technology educators can use a similar method to study the usefulness of AC questions. Three tables present the checklist for evaluating MC items and study findings. (SLD)

ED 351 377          TM 019 203

reported in relation to specific learning objectives (criterion-referenced) that students can reasonably be expected to have mastered by the end of grades 3, 5, and 7. This report provides an overview and summary of the implementation of the grade-6 Connecticut mastery test. In 1991, sixth graders mastered an average 24.7 of the 36 mathematics objectives tested, a slight increase above 1990, and 84.2 percent scored at or above the remedial standard. In language arts, sixth graders mastered an average of 8.1 of 11 objectives tested, representing no change from last year. There were slight improvements in the writing scores, the number of students scoring above the remedial standard in writing, and the number of students scoring above the writing goal. Reading achievement on the Degrees of Reading Power (an average of 57 units) was unchanged from 1990. A comparison of results from 1986 through 1991 is provided. Fourteen charts present test results and comparisons. Twelve appendixes provide supplemental information about testing and scoring. (SLD)

ED 351 395 TM 019 234

Connecticut Education Evaluation and Remedial Assistance. Grade 8 Mastery Test Results. Summary and Interpretations: 1991-92.
PUB DATE- 92
NOTE- 163p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Criterion Referenced Tests; Educational Objectives; Educational Trends; *Grade 8; Junior High Schools; *Junior High School Students; Language Arts; Listening; *Mastery Tests; Mathematics Achievement; Reading Achievement; Remedial Programs; State Programs; *State Surveys; Student Evaluation; Testing Programs; *Test Results; Trend Analysis; Writing Achievement
IDENTIFIERS- *Connecticut Mastery Testing Program

The Connecticut Mastery Test testing program assesses essential skills in mathematics and language arts, including listening, reading, and writing, for grades 4, 6, and 8. For grade 8, student achievement is measured and reported in relation to specific learning objectives (criterion-referenced) that students can reasonably be expected to have mastered by the end of grade 7. In 1991, eighth graders mastered an average of 25.8 or the 36 mathematics objectives tested, a slight improvement over the 1990 result. A total of 87.8 percent scored at or above the remedial standard, equaling last year's figure. A total of 38.1 percent scored at or above the mathematics goal, an improvement over 1990's 37 percent. In language arts, the mastery of 8.3 of 11 objectives represented a slight decline from 1990. In writing, eighth graders showed improvement in meeting objectives and scoring above the writing goal, but there was a slight decline in students scoring above the remedial standard, from 93.2 percent in 1990 to 92.5 percent in 1991. Eighth graders averaged 63 units on the Degrees of Reading Power, equaling 1990's figure. Small improvements were registered in the numbers of students scoring above the remedial standard and the reading goal. Fourteen charts present test results and comparative information from 1986 through 1991. Twelve appendixes provide supplemental information on testing and scoring procedures. (SLD)

ED 351 396 TM 019 238

two elementary school teachers in the Aleutians East Borough (Alaska) School District. The project centers on the use of a large box of materials and a program plan designed to introduce elementary students in kindergarten through grade 6 to beginning Chinese language instruction through integrated, hands-on activities across-the-curriculum. The multi-media resource kit was designed so that it can be easily used by elementary school teachers without previous backgrounds or training in foreign language instruction. Following an introduction is a description of how the kit is organized and a series of notes for users. An overview section displays the contents of the kit, which contains nine sections, or "boxes", primarily by presenting reproductions of photographs with very brief description of each "box." The heart of the treasure chest is a resource file box that contains laminated information cards, activity sheets, background reading, project samples, photos, patterns, and related Chinese vocabulary. The other boxes contain materials relating to the following topics: (1) Chinese language; (2) Chinese Literature; (3) arts and crafts; (4) mathematics; (5) science; (6) social studies; (7) cooking; (8) sports and games; (9) health; (10) music; and (11) Chinese New Year. This report's final section presents photographs of students from Sand Point School (Alaska) participating in a Chinese Spring Festival. Also included are two charts displaying the overall organization of the kit and the program with all components and the contents of each component listed. (JB)

ED 351 414          UD 028 920

Brooks, Jack
Chinese Student Protection Act of 1992. Report To Accompany S. 1216 of the Committee on the Judiciary, House of Representatives, 102D Congress, 2d Session.
PUB DATE- 10 Aug 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Foreign Nationals; *Foreign Students; Higher Education; International Relations; *Refugees; *Student Rights
IDENTIFIERS- Amnesty; *China; Chinese People; Immigration; *Immigration and Nationality Act Amendments

This congressional report describes and analyzes the federal Chinese Student Protection Act of 1992 (S. 1216). This act provides for the adjustment of status under the Immigration and Nationality Act of certain nationals of the People's Republic of China until conditions permit their return in safety to China. An opening section presents the text of the amendment. Brief sections offer explanations of the amendment, a summary of its purpose, and a report of a favorable voice vote by the Committee on the Judiciary. A longer discussion section describes the political background of the People's Republic of China, an Executive Order made in response to those conditions, the need for this legislation to continue protection for individuals now temporarily protected under the Executive Order, a summary of the bill and its implications, and a brief history of the legislation. Included are short reports on oversight findings and budget and tax expenditures. A final section describes the Congressional Budget Office cost estimate and an inflationary impact statement. (JB)

The questionnaires will not copy adequately due to extremely small print.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Collected Works - Serials (022)

DESCRIPTORS- Black Employment; Black Family; *Black Population Trends; Census Figures; Demography; *Economic Factors; *Family Characteristics; Family Income; *National Surveys; Population Distribution; Population Growth; Poverty; *Social Characteristics; Socioeconomic Status; Tables (Data)

IDENTIFIERS- *Current Population Survey

This report presents a statistical portrait of the demographic, social, and economic characteristics of blacks, based primarily on the March 1991 Supplement to the Current Population Survey (CPS). Topics covered include population growth, marital status, family type and distribution, living arrangements of children, fertility, education, employment, unemployment, family income, earnings, and poverty status. The report also includes an overall summary of some of the social and economic changes in the black family since 1950. Data are presented on the characteristics of the black family from the 1950 and 1960 decennial censuses and the March Supplements to the CPS covering the period 1970 to 1991. The initial sections of the report examine population growth, social characteristics, and economic characteristics, with detailed explanations of 17 tables and 5 figures. The bulk of the document is composed of 15 detailed tables. The following are selected highlights of the findings: (1) the black population had a median age of 28 years in 1991 compared with 24.8 years in 1980; (2) in 1960, 60 percent of black women 15 years and over were married, but by 1991 that percentage had declined to 38 percent; (3) 32 percent of all blacks were poor in 1990, as opposed to 39 percent in 1967; and (4) in 1990, 29 percent of black families were poor. Appendixes contain definitions and explanations, information on the source and accuracy of estimates, facsimiles of the March 1991 CPS questionnaires, and a list of Current Population Reports on the black population published from 1970 to the present. (JB)

ED 351 434 UD 028 986

Bennett, Claudette E.

The Asian and Pacific Islander Population in the United States: March 1991 and 1990.

PUB DATE- Aug 92

NOTE- 110p.; The questionnaires will not copy adequately due to extremely small print.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)

DESCRIPTORS- *Asian Americans; Census Figures; Demography; *Economic Factors; Family Characteristics; Family Income; *National Surveys; Pacific Americans; Population Distribution; Population Growth; *Population Trends; Poverty; *Social Characteristics; Socioeconomic Status; Tables (Data); Whites

IDENTIFIERS- *Current Population Survey; *Pacific Islanders

This report presents Current Population Survey data on the demographic, social, and economic characteristics of the Asian American and Pacific Islander population in the United States. This is the first CPS report on this population. The Bureau of

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Development; *Cognitive Development; Educational Environment; Family Environment; Foreign Countries; Kindergarten; Longitudinal Studies; Pilot Projects; *Preschool Children; Preschool Education; *Sex Differences; *Social Development
IDENTIFIERS- Chinese People; *Singapore

Two aspects of a 9-year research study initiated in July 1983 by the Singapore Institute of Education are described. The first part describes the initial 3-year phase of a longitudinal study aimed at investigating some important cognitive and social developmental processes of preschool children at different ages and relating them to certain intervention strategies that attempt to enhance their cognitive and social competencies. Cognitive growth, social behavior, home and school environments, and the relationships among these factors were studied for 2,418 3- to 6.5-year-old children (1,211 males and 1,207 females) who completed all of the study measures. The second aspect is a recent follow-up pilot investigation of how these cognitive and social developmental processes are related to gender differences across 4 age groups from age 3 to 6 years. Subjects were 171 Chinese preschoolers (84 males and 87 females) from a private kindergarten in Singapore. Developmental trends that the children exhibited in both studies are discussed. In all age groups, females performed better than did males at language and social skills, and males were more successful in the mathematics tests than were females. Nine tables and seven figures present study details. (SLD)

ED 351 338 TM 018 578

Corkill, Alice J.; Fager, Jennifer J.
Individual Differences in Transfer via Analogy.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Comparative Analysis; Foreign Countries; Higher Education; High Schools; *High School Seniors; *Individual Differences; Prediction; Problem Solving; Research Needs; *Transfer of Training; *Undergraduate Students
IDENTIFIERS- *Analogy

The relative contributions of four individual difference variables to ability to solve analogically related problems in four separate problem sequences and for spontaneous and assisted transfer was examined. Subject were 116 university undergraduates enrolled in an introductory psychology course who volunteered to participate for course credit and 65 high school seniors who volunteered to participate for extra credit from their social studies teacher. Specifically examined was whether combinations of individual difference variables served as significant predictors of problem-solving success in four different source-target problem sequences. For spontaneous transfer, the results indicate that under certain circumstances different combinations of individual difference variables contribute to the ability to predict whether a subject would provide a particular solution to a target problem. For assisted transfer, individual differences do not account for the ability to predict whether a subject would provide a particular

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Depression (Psychology); *Diagnostic Tests; *Factor Structure; Females; Foreign Countries; French; Males; Psychological Testing; Psychometrics; *Sex Differences; Test Format; *Test Validity
IDENTIFIERS- *Beck Depression Inventory; Canada; French (Canadian)

A study of the Beck Depression Inventory (BDI) was conducted to: (1) test for the factorial validity of the French version of the BDI (BDI-FR) separately for 551 non-clinical Francophone adolescent males and 601 non-clinical Francophone adolescent females; (2) cross-validate findings across a second independent sample for each sex; and (3) test for equivalent factorial structure across gender for this population. Except for 1 differential factor loading for females (item 17), the hypothesized higher-order 3-factor structure was found to be tenable across validation samples and factorially invariant across gender. Although the presence of error covariances for females partially replicated a similar pattern for English female adolescents, results generally provide strong support for the psychometric soundness of the BDI-FR. Two tables and three figures are included. (Author/SLD)

ED 351 357 TM 019 167

Frary, Robert B.; And Others
Testing and Grading Practices and Opinions in the Nineties: 1890s or 1990s?
SPONS. AGENCY- Virginia Polytechnic Inst. and State Univ., Blacksburg.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cluster Analysis; Educational Assessment; *Educational Attitudes; Educational Practices; Evaluation Methods; *Grading; Mathematics Teachers; Public School Teachers; Questionnaires; Science Teachers; Secondary Education; *Secondary School Teachers; State Surveys; *Student Evaluation; *Teacher Attitudes; Teaching Experience; *Test Use
IDENTIFIERS- Teacher Surveys; *Virginia

A statewide survey of 536 randomly selected Virginia secondary school teachers of academic subjects explored practices and opinions concerning various aspects of classroom testing and grading. The main focus was on the use of preestablished percentage scales as a basis for evaluating students. The responses suggested that large proportions of teachers hold opinions and pursue practices contrary to what many measurement specialists would recommend. Cluster analysis identified a small group of teachers whose opinions were largely consistent with what measurement specialists would recommend. This group differed from five other cluster groups in that it contained a disproportionate number of mathematics and science teachers and its mean years of out-of-state experience was substantially greater than that of any other group. Opinions and practices characterizing each of the other groups were extremely diverse. Some groups held views that might be considered inconsistent or self-contradictory. These findings led to the recommendation that the study questionnaire be adapted for administration to groups undergoing inservice training in measurement to

Johnson, Peder J.; Goldsmith, Timothy E.
Structural Assessment of Knowledge and Skill.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 1 Aug 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Competence; *Educational Assessment; Higher Education; *Knowledge Level; Performance; Prediction; Psychometrics; *Skill Analysis; Theories
IDENTIFIERS- *Domain Knowledge; *Structural Analysis (Psychology)

A cognitively based theoretical framework for the assessment of domain competence is proposed. The basic thesis is that to be knowledgeable one must know how the important concepts of a domain are interrelated. This thesis implies that any valid assessment of knowledge must capture these structural properties. The implementation of a structural approach in the assessment of classroom learning is described, and recent findings with college students demonstrating the ability of the approach to predict classroom examination performance are reviewed. The success of the approach is discussed in terms of the benefits derived from integrating the cognitive emphasis on structure and the psychometric emphasis on predictiveness. Thirty-three references and two figures are included. (Author/SLD)

ED 351 378 TM 019 204

McRobbie, Joan
Using Portfolios To Assess Student Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- *Educational Assessment; Educational Change; Elementary Secondary Education; *Evaluation Methods; *Portfolios (Background Materials); Scoring; *Student Evaluation
IDENTIFIERS- *Performance Based Evaluation

What educators around the country are finding out as they work with portfolios is reviewed, focusing on the classroom. Portfolios are purposeful, collaborative, self-reflective collections of student work generated during the process of instruction. Although they can be used in any academic discipline, portfolios are widely used in English and language arts and creative writing. Generally, portfolios include both work in progress and best efforts. Portfolios can: (1) function as a teaching tool and an assessment medium; (2) empower students and teachers; (3) convey to students that development matters; (4) help teachers see how students think; (5) encourage teacher-student collaboration; (6) help validate different learning approaches; (7) help prepare students for adult life; (8) promote self-assessment; (9) foster professional development; and (10) promote action research. Key steps in portfolio planning are determining goals of instruction and assessment and creating a portfolio management system. Design must consider the purpose, audience, and author. Scoring is complicated, but can be successful if criteria are clear. The problems portfolios raise appear to be more than

Hutchinson, Roger L.
Concurrent Validity of Diagnostic Intake Measures: Their Relationship to Client Presenting Problems.
PUB DATE- 25 Aug 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Clinical Diagnosis; Comparative Testing; *Concurrent Validity; Counseling Services; *Diagnostic Tests; Evaluation Utilization; Psychological Testing; Rating Scales; *Screening Tests; *Symptoms (Individual Disorders); Test Validity
IDENTIFIERS- Beck Depression Inventory; Discriminant Validity; State Trait Anxiety Inventory (Spielberger); Tennessee Self Concept Scale

The concurrent validity and discriminant validity of 3 widely used measures of psychological functioning were evaluated using a large, heterogeneous sample of 188 male and 337 female adult community residents (aged 16-66 years) seeking counseling services at a midwestern university training clinic. Validity was assessed as the relationship between clients' stated presenting problems and diagnostic intake variables as measured using the Beck Depression Inventory (BDI), the Spielberger State-Trait Anxiety Inventory (STAI), and the Tennessee Self-Concept Scale (TSCS). Subjects also completed the Presenting Problem Checklist. Three multivariate analyses of variance were conducted. Results strongly support the validity of the BDI, provide partial support for the State and Trait subscales of the STAI, and provide only a limited amount of support for the TSCS. Implications of the results for the utility of these measures are discussed. Two tables present study data, and 49 references are included. (Author/SLD)

ED 351 397 TM 019 542

Elliott, Emerson J., Comp.
A Preliminary Report of National Estimates from the National Assessment of Educational Progress, 1992 Mathematics Assessment.
PUB DATE- 12 Jan 93
NOTE- 37p.; From a draft report by Ina V. S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Comparative Testing; *Educational Assessment; Elementary Secondary Education; Estimation (Mathematics); Grade 4; Grade 8; Grade 12; *Mathematics Achievement; Mathematics Tests; *National Surveys; Private Schools; Public Schools; Student Evaluation; Test Results; Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress

This report contains preliminary results from the 1992 mathematics assessment by the National Assessment of Educational Progress (NAEP) of nationally representative samples of about 26,000 4th, 8th and 12th grade students in 1,500 public schools and private schools in 44 states; and compares data to findings from the 1990 NAEP mathematics tests. An introduction addresses specifications for the 1992 assessment, and describes reporting in terms of achievement levels established by the National Assessment Governing Board (NAGB). Another section offers national student profiles for the three grades, including comparisons to student profiles

ED 351 415 UD 028 921

A Preliminary Report on the Status of African-American Males in California. Opportunity or Chaos: A Generation in Peril.
PUB DATE- 31 Jul 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; Black Employment; *Blacks; Black Youth; Correctional Rehabilitation; *Economically Disadvantaged; Economic Factors; *Educationally Disadvantaged; Elementary Secondary Education; Guidelines; Health Needs; *Males; Postsecondary Education; Social Services; State Legislation; State Programs
IDENTIFIERS- *African Americans; *California; Status Reports

A state legislature mandated study was done of the standing of African American males in California. The study was conducted by advisory committees and task forces, which conducted research and produced recommendations in the areas of employment, economic empowerment, criminal justice, education, health, and social services. The study also consulted with state and national experts in targeted areas, coordinated discussions of strategies to improve the condition of African American males, solicited funds for programs, and initiated working relationships with many types of community leaders and workers. The findings indicate that in every area studied African American males in California face more severe hardships than do their counterparts in other parts of the nation. The results include the following: (1) although only 3.7 percent of the state population, African American males constitute 33.8 percent of the prison population and 1.7 and 2.1 percent of enrollments at the University of California and California State University, respectively; (2) in the 20-24 year age bracket these males have an unemployment rate of 20 percent, with the recent loss of jobs disproportionately affecting African American men; and (3) African American males account for 12 percent of California's AIDS-related deaths in 1989. The report's six main sections, one on each of the target areas, provide an overview of the national and state environment, the status of the situation in California, and suggestions for further study. Included are three bar graphs. (JB)

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ED 351 416 UD 028 922

Morgan, Harry
Race and Gender Issues: In School Suspension.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Disadvantaged Youth; *Discipline Policy; High Schools; *High School Students; *In School Suspension; Interviews; Public Schools; Questionnaires; Racial Bias; *Racial Differences; Secondary Education; *Sex Differences; Student Attitudes; Student Characteristics; White Students
IDENTIFIERS- Georgia; Student Surveys

A study was done of a program designed to suspend disruptive secondary school students from classroom activities in a high school 45 miles outside of Atlanta (Georgia), focusing on the

the Census collected data for this report using the March 1991 and 1990 supplements to the CPS. Although 2 years of data are presented, the text portion of the report is based on data from the March 1991 supplement. An introduction notes that the Asian American and Pacific Islander population is not homogeneous and that an analysis of the population as one aggregate group masks the diversity that is present in fact. The initial sections of the report examine population growth, social characteristics, and economic characteristics, with detailed explanations of two tables and eight figures. The bulk of the document offers 17 detailed tables. The following are selected highlights of the findings: (1) the median age of this population was 30.4 years in March 1991; (2) among those 25 years old and over in 1991, the percentage of Asian American and Pacific Islander persons with 4 years of high school or more was 82 percent; (3) the median income in 1990 of Asian American and Pacific Islander families exceeded that for White families; and (4) the per capita income of the Asian American and Pacific Islander population was lower than that for Whites. Appendixes contain definitions and explanations, information on the source and accuracy of estimates, and facsimiles of the March 1991 CPS Questionnaires. (JB)

ED 351 435 UD 028 987

Shen, Wenju; Mo, Weimin
Reaching Out to Their Cultures--Building Communication with Asian-American Families.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asian Americans; Communication Problems; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Ethnic Stereotypes; Family Involvement; Family Life; *Intercultural Communication; Labeling (of Persons); Misconceptions; Parent Attitudes; Parent Child Relationship; Parent Participation; Parent Role; *Parent School Relationship
IDENTIFIERS- *Asian American Students; *Language Minorities

This paper discusses some misconceptions about Asian American elementary school and secondary school students, and describes ways of building effective communication with the families of these students. The essay begins by noting the stereotyping of Asian American students as "whiz kids" and discussing the damaging effect of that characterization for individual Asian American students. In reality, many Asian American students are not intellectually gifted, and many difficulties and problems exist among newly-immigrated families. A second section gives an overview of some key Asian American cultural values, focusing on views of family and the relationships between parents and children as they differ from mainstream U.S. culture. Also considered are Asian American parents' attitudes toward school, their expectation that schooling should be in the hands of educational professionals, parental sacrifice for children, and parents' imposition of guilt on their children. Recommendations for improved practice include language help with communication for parents, staff training in Asian American and Asian culture, special orientation for Asian American parents, school communication and interaction with the Asian American community, and face-to-face conversations and home visits. Included are 10 references. (JB) solution to a target problem. Results are discussed in terms of why the individual difference variables enhance prediction for spontaneous transfer only under certain circumstances. In addition, suggestions for pursuing this line of inquiry are provided. Four tables present study data. Appendix A contains a logic problem from the study, and Appendix B contains the source and target analogues. (SLD)

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ED 351 339 TM 018 828

Owens, Lee

The Learning Mode Preferences of Secondary Students: A Three-Country Comparison--Australia, England, USA.

PUB DATE- Apr 92

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Charts contain small, light print.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; *Cognitive Style; Comparative Testing; *Competition; *Cooperative Learning; *Cross Cultural Studies; Foreign Countries; Individual Instruction; International Studies; Rating Scales; Secondary Education; *Secondary School Students; Sex Differences

IDENTIFIERS- Australia; England; *Learning Mode; Learning Preference Scale for Students; Preference Patterns; United States

Learning mode preferences of secondary school students were compared for 1,259 students from Sydney (Australia), 837 students from Perth (Australia), 2,125 students from England, and 570 students from Minneapolis (Minnesota). Students were in grades 7 through 12. Preferences for cooperative, competitive, and individualized learning modes were obtained using the 36-item Learning Preference Scale--Students (LPSS). A two-way analysis of variance was carried out for each of the four groups of data. Sex differences in preference for cooperative learning were consistent for all samples except for the Minneapolis sample, with females expressing a significantly greater preference for cooperation than males. Males expressed a greater preference for individualization than did females, although the differences were not significant in the Sydney sample. Preference for cooperation declined with advancing years in the English sample, but increased in the Perth sample. No location differences were detected in preferences for cooperative learning, but for competitive learning, students in the English and American samples had lower scores than did those in Perth, whose scores were lower than those from Sydney. English and American students had lower scores than did both Australian samples for individualized learning. Implications for teaching are discussed. Three tables and 12 graphs present study data. (SLD)

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ED 351 340 TM 019 066

Eash, Maurice J.

Designing a Curriculum Evaluation for a Vocational Educational Program in a Large Correctional System.

PUB DATE- Jun 92

NOTE- 37p.; Paper presented at the European Conference on Educational Research (Enschede, The Netherlands, June 22-25, 1992).

LANGUAGE- English

facilitate focusing instruction according to the characteristics of each group. Seven tables and one figure present study findings. Four appendixes contain the survey instrument, a follow-up request, and proposed instruments for other research and inservice training. (Author/SLD)

ED 351 358          TM 019 168

Frary, Robert B.
Statistical Detection of Multiple-Choice Test Answer Copying: State of the Art.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Measurement Services Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; College Entrance Examinations; Ethics; *Evaluation Methods; Higher Education; Identification; Licensing Examinations (Professions); *Multiple Choice Tests; *Plagiarism; *Responses; Statistical Analysis; *Testing Problems
IDENTIFIERS- *Large Scale Programs

Practical and effective methods for detecting copying of multiple-choice test responses have been available for many years. These methods have been used routinely by large admissions and licensing testing programs. However, these methods are seldom applied in the areas of standardized or classroom testing in schools or colleges, and knowledge about them is not widespread. This paper reviews the various methods proposed by nine researchers or teams with respect to their effectiveness and applicability and discusses possible reasons that they are not more widely used. Not the least of these may be discomfort with how conclusively this form of academic dishonesty can be detected in the absence of more direct evidence. The methods recommend by W. H. Angoff (1974), the paired indicator methods of B. A. Hanson and others (1987), and the adjacent-non-adjacent method of C. E. Stegman and B. M. Barnhill (1981, 1982) are feasible for use in a large-scale testing environment. (Author/SLD)

ED 351 359          TM 019 169

Blumberg, Carol Joyce
A Study of Salary Equity at a Teaching-Oriented Undergraduate Institution Using Multiple Models.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Employment Practices; Equal Opportunities (Jobs); Females; Higher Education; Males; Predictor Variables; Reference Groups; *Regression (Statistics); Research Methodology; Salaries; *Salary Wage Differentials; Sex Differences; *Sex Discrimination
IDENTIFIERS- *Winona State University MN

A recent study of salary equity at an undergraduate institution using traditional regression-based methodology is presented. In a traditional salary equity study a linear model is empirically made up for in classroom gains. Nineteen related readings and references are listed. (SLD)

ED 351 379 TM 019 206

Burkheimer, G. J., Jr.; And Others
Beginning Postsecondary Students Longitudinal Study Field Test Methodology Report: BPS 90/92. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 199p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; Data Collection; Educational Finance; Educational Objectives; *Field Tests; *Followup Studies; High Schools; *High School Students; Interviews; Longitudinal Studies; *National Surveys; *Nontraditional Students; Postsecondary Education; Research Design; *Research Methodology
IDENTIFIERS- *Beginning Postsecondary Students Long Study

This document presents a summary of the field test results from the first follow-up of the 1992 Beginning Postsecondary Students Longitudinal Study (BPS:90/92). The BPS:90/92 represents a departure from previous longitudinal studies of high school students in that it starts with a cohort of individuals beginning their postsecondary education regardless of when they completed high school. Consequently, information will be available from non-traditional students who have delayed completion of their educations. The study considers how and why students continue, how they pay for their educations, what they study, and what the impact of study is. An introductory chapter considers the background and purposes of the overall study and the field test. Chapter 2 describes the field test design and methods for 4,501 students in the field test sample, including 3,256 students from 73 institutions who provided interview data. Chapter 3 discusses determinations of first-time beginners, and Chapter 4 reviews evaluation of locating procedures and institutional data collection. Chapter 5 covers interview administration and related procedures, and Chapter 6 evaluates experimental conditions and data quality. There are 31 tables and 5 figures with field test data. Supporting documentation for survey material, the surveys used in the field test, and 18 tables are provided in 3 appendixes. (SLD)

ED 351 380 TM 019 207

Mansfield, Wendy; Farris, Elizabeth
Office for Civil Rights Survey Redesign: A Feasibility Survey. Contractor Report. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academically Gifted; *Compliance (Legal); Corporal Punishment; Decision Making; Discipline; Ethnicity; Expulsion; Information Systems; National Surveys; *Public Schools;

from the 1990 assessment. A mathematics achievement section considers national performance by race/ethnicity, gender, region, community type, and school type; and offers comparisons with 1990 assessment data. Data show that: (1) student mathematics achievement improved between 1990 and 1992 (the average proficiency score increased for the 3 grades, a greater percentage of students at all 3 grade levels reached the achievement level standard of basic or above, and a greater percentage of students in grades 4 and 8 reached the achievement level standard of proficient or above); and (2) about 2 in 10 students reached the solid academic achievement level (proficient or above), while nearly 4 in 10 did not reach the partial mastery level (basic or above), 18 percent of fourth graders reached the proficient level or above, as did 25 percent of the eighth graders and 16 percent of the 12th graders, 36 to 39 percent of the students were below the basic level, and 2 to 4 percent reached the advanced level. Six tables are included. An appendix provides additional data and supporting material. (RLC)

ED 351 398 UD 028 778

Hagen, Jan L.; Lurie, Irene
Implementing JOBS: Initial State Choices.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Foundation for Child Development, New York, N.Y.; New York State Dept. of Social Services, Albany.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Mar 92
NOTE- 174p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; Adult Education; *Agency Role; Basic Skills; *Employment Opportunities; *Federal Programs; Federal State Relationship; Profiles; Program Descriptions; *Program Implementation; State Action; State Federal Aid; State Government; *State Programs; Training; *Welfare Services
IDENTIFIERS- Family Support Act 1988; *Job Opportunities and Basic Skills Program

This report presents the findings from the first of three rounds of research in a projected 3-year study of the way state governments have begun to implement the new Job Opportunities and Basic Skills Training Program (JOBS). JOBS is a part of the Family Support Act of 1988 and provides employment, education, and training services that recipients need to avoid long-term welfare dependency. This first report is based on information from research conducted shortly after states were required to implement JOBS and includes data from 10 states (Maryland, Michigan, Minnesota, Mississippi, New York, Oklahoma, Oregon, Pennsylvania, Tennessee, and Texas), which were selected to represent a range of experiences in JOBS implementation. The report provides an overview of the program designs, policies, and strategies adopted by the state-level organizations in implementing JOBS. The report's 10 sections are: (1) introduction; (2) state profiles; (3) leadership, funding, and organizational change; (4) state program designs and resource allocations; (5) accessing services for JOBS participants; (6) child care and other support services; (7) state choices for client processing; (8) meeting federal reporting requirements; (9) participation in JOBS (mandatory and voluntary); and (10) role of race and gender. The school had had an in-school suspension program since 1986. The school population was 1,097 students (507 males and 590 females), with 189 Black non-Hispanic students (18 percent of the total population), and less than 1 percent other minorities. From a pool of students who had been assigned to in-school suspension over a 3-year period, 200 students were selected for the study. Information was obtained through interviews and questionnaires. Data from selected variables of race, gender, age, and current grade were recorded for the total group as well as subgroup data for female, male, Black, and White students. Other variables were entry, retention in grade, income group, special education, family status, and kindergarten attendance. Results indicate that Blacks more than Whites and males more than females were suspended. White females were least likely to be suspended from regular class schedules for reasons associated with discipline. A significant number of students cited teacher attitudes and conflicts among students as undesirable characteristics of their school. Students in free and subsidized lunch programs were less likely to be in the suspension program. The report includes 11 tables and 11 references. (JB)

ED 351 417 UD 028 927

Martin, Jane Roland
The Schoolhome. Rethinking Schools for Changing Families.
PUB DATE- 92
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Philosophy; Education Work Relationship; Elementary Education; *Elementary Schools; Family Environment; *Family School Relationship; Parent Student Relationship; Racial Relations; School Community Relationship; *School Role; Socioeconomic Influences; *Student School Relationship

This book advances a philosophy of education and a vision of elementary schools as institutions that offer a solution that responds to the changing needs of today's families where schools become "schoolhomes" in which learning is animated by an ethic of social awareness. Following an introduction that sketches the sweeping social changes since the 19th Century, chapter 1, "School and Home", describes the ideas of John Dewey and Maria Montessori and argues for an educational approach that brings the domestic and the educational together. Chapter 2, "Culture and Curriculum," describes the challenge to the "homeschool" idea in a diverse and pluralistic society where no common culture binds students together. Chapter 3, "Learning To Live," considers the different educational needs of boys and girls. Chapter 4, "Domesticity Repressed," looks at the general rejection of home and domesticity in current cultures and argues that domesticity and concepts of family and home cannot be separated from educational institutions. Chapter 5, "Home and World," argues for the role of education in changing the world rather then preparing students for the "real world." An epilogue, "The Here and Now," describes the accomplishments of actual schools and individuals implementing programs with "homeschool" approaches. Included is a 146-item bibliography. (JB)

ED 351 418 UD 028 928

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Correctional Institutions; Correctional Rehabilitation; *Curriculum Evaluation; Data Collection; *Evaluation Methods; Evaluation Utilization; Federal Programs; Program Evaluation; *Research Design; *State Programs; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Massachusetts

Design and implementation of a curriculum evaluation plan for the vocational education program (occupational education under the Carl D. Perkins Vocational and Applied Technology Act) of a large correctional system are described. An outside evaluator assisted in designing and conducting the first year's evaluation. The 1991-92 curriculum used was a modification of the Massachusetts Competency Based Vocational Educational Curriculum encompassing 16 occupational areas and the academic competencies required. Curriculum treatment and its effects in year one were evaluated by experts in the vocational areas who observed the program, examined the curriculum, and interviewed instructors and a sample of students. An evaluation instrument was developed to provide uniformity of data collection across the 13 institutions studied. An evaluation design schedule was drawn up to form a time, task, and talent (TTT) chart for the first year. The TTT chart brings findings in the areas of student factors, program design, faculty, and facilities into a relationship with the personnel needed to carry out the evaluation and a time schedule that relates task completion to the use of the evaluation findings. The goal in years 2 and 3 will be to provide faculty and administration with information that will inform program decisions. Four charts present the evaluation design. An appendix contains the evaluation instrument. (SLD)

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ED 351 341 TM 019 098

Clardy, Alan
Cost-Effectiveness and Cost-Benefit Analysis: Confronting the Problem of Choice.
PUB DATE- May 84
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Comparative Analysis; *Cost Effectiveness; Cost Estimates; *Decision Making; *Economic Impact; Efficiency; Problem Solving; *Program Effectiveness; Program Evaluation; Resource Allocation

Cost-effectiveness analysis and cost-benefit analysis are two related yet distinct methods to help decision makers choose the best course of action from among competing alternatives. For both types of analysis, costs are computed similarly. Costs may be reduced to present value amounts for multi-year programs, and parameters may be altered to show differing cost results. Effectiveness is typically an indirect constructed measure of selected program outcomes. For the same unit cost, one can determine which option yields the most effectiveness, or which program produces a given level at the lowest cost. Benefits are program outcomes expressed as money. Benefits are not necessarily recorded by the accounting system of the institution sponsoring the program. For either types of analysis, the rules for evaluating and deciding are essentially fitted for predicting salaries (the dependent variable) from a set of independent (predictor) variables using the most up-to-date data possible for some base group, usually Caucasian males. The base group model is then applied to all eligible faculty members to predict salaries that they would have earned under the model. The differences between actual and predicted salaries are measures of pay inequity. Data for this study came from the 1989-90 fiscal year for Winona (Minnesota) State University. When the regression equation based on male faculty data (n=176) without rank as a predictor, was applied to the female faculty data, it was found that, on the average, female faculty members (n=78) were underpaid by $3,113 when compared to male faculty. Predictor variables and departmental differences are discussed in detail. Five tables present study data. (SLD)

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ED 351 360 TM 019 170

Racial/Ethnic Distribution of Public School Students and Staff. New York State 1991-92.
PUB DATE- 92
NOTE- 89p.; For the 1989-90 report, see ED 325 591.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Elementary Secondary Education; *Ethnic Distribution; Hispanic Americans; Minority Group Children; *Public Schools; *Racial Distribution; School Districts; School Personnel; School Statistics; School Surveys; *State Surveys; *Student Characteristics; Tables (Data); *Teacher Characteristics; White Students
IDENTIFIERS- *New York

Sixteen tables present information about the ethnic and racial distribution of the students and staff of New York State public schools in the 1991-92 school year. The first three tables present the racial and ethnic distributions of all students, of Black and Hispanic American students, and the percent distribution of students by racial and ethnic origin. Other tables focus on the schools, giving the number and percent of minority students, and of Black and Hispanic American students in particular. Similar figures are given for the school staff. Other tables break down the distributions by school district within county and by Board of Cooperative Education Services jurisdiction. The total enrollment for the state in 1991-92 was 2,613,841 students (19.8 percent Blacks; 15.6 percent Hispanic Americans; 59.8 percent Whites; and 4.8 percent American Indians, Alaskan Natives, and Asian or Pacific Islanders). (SLD)

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ED 351 361 TM 019 173

Jacobson, Larry; Stilley, Lori Rittenhouse
Developing and Scoring Assessment Center Exercises.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assessment Centers (Personnel); College Students; Elementary School Teachers; Elementary Secondary Education;

Questionnaires; Racial Differences; Recordkeeping; *Research Methodology; *School Districts; Special Education; Special Needs Students; *Superintendents; Suspension
IDENTIFIERS- Elementary Secondary Schools Civil Rights Survey; Fast Response Survey System; *Office for Civil Rights

This report provides results of a Fast Response Survey System (FRSS) study conducted by the National Center for Education Statistics for the Office for Civil Rights (OCR). The OCR wanted input for their decision-making process on possible modifications to their biennial survey of a national sample of public school districts (PSDs). The survey, the Elementary and Secondary School Civil Rights Survey (E&S Survey), provides OCR offices with information about compliance review and source material for investigations. Findings from the FRSS survey in 1991 are reported, providing information on data maintained by PSDs in the areas of school discipline, special academic programs, special populations, and information systems. Survey information came from over 800 school district superintendents. Highlight information includes: (1) over 90 percent of the PSDs administer in-school and out-of-school suspensions and expulsions; (2) 30 percent of the PSDs administer corporal punishment; (3) about 80 percent of the PSDs offer gifted and talented programs; (4) almost 75 percent of the PSDs classify biracial students as a single race or ethnicity; and (5) 30 percent of the PSDs currently have an automated and integrated student record system. Information is given about the types of reports districts are capable of making. Fifteen graphs illustrate the findings, and 22 tables present data from the study. Appendix A contains the E&S Survey, and Appendix B presents the questionnaire sent to superintendents. (SLD)

ED 351 381 TM 019 213

Nandakumar, Ratna
Assessing Dimensionality of a Set of Items--Comparison of Different Approaches.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 10 Aug 92
NOTE- 42p.; Paper to be published in the "Journal of Educational Measurement." For an earlier version, see ED 333 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Comparative Testing; *Correlation; Equations (Mathematics); *Estimation (Mathematics); *Factor Analysis; Item Response Theory; *Mathematical Models; Simulation; Test Construction; *Test Items
IDENTIFIERS- Ability Estimates; Data Sets; *Dimensionality (Tests); *DIMTEST (Computer Program); Power (Statistics)

The performance of the following four methodologies for assessing unidimensionality was examined: (1) DIMTEST; (2) the approach of P. W. Holland and P. R. Rosenbaum; (3) linear factor analysis; and (4) non-linear factor analysis. Each method is examined and compared with other methods using simulated data sets and real data sets. Seven data sets, all with 2,000 examinees, were generated with 3 unidimensional and 4 2-dimensional data sets. Two levels of correlation between abilities were considered: p=0.3 and p=0.7. Eight real data sets were used; four were expected to be unidimensional, and the other four were expected to be two-dimensional. Findings suggest that, while the linear factor analysis often overestimated the number of underlying dimensions, the other three methods correctly confirmed unidimensionality, but differed in their ability to detect the lack of conclusions. The JOBS legislation has encouraged a moderate shift to a more human investment approach. States are placing less emphasis on immediate job placement and more emphasis on services that will increase the capacity of recipients to achieve self-sufficiency over the long term, as reflected in the expansion of educational components, and, to a lesser degree, in expenditures on case management services. Included are 14 tables, appendixes with information on the field associates and the field network research reporting format, and 26 references. (JB)

ED 351 399 UD 028 855

Westheimer, Miriam Yael
The Structuring of Conflict Events in an Urban High School.
PUB DATE- Apr 92
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; Conflict Resolution; Economically Disadvantaged; *Ethnography; High Schools; *High School Students; Inner City; Interaction; Interpersonal Relationship; Personal Narratives; Potential Dropouts; *Public Schools; *Reentry Students; Student Attitudes; *Urban Youth; Verbal Communication
IDENTIFIERS- Dropout Prevention Program; *New York City Board of Education; Process Analysis

A study was done to examine the lived experience of conflict among students in a transitional class for returning long-term absentees in Walker Hill High School (a pseudonym), an inner city New York City high school. The project was a substudy of the New York City Dropout Prevention Evaluation Project. The theoretical framework of the study began with the basic premises of symbolic interactionism for a theory-based methodological perspective. Critical theory was then introduced, and social order was discussed as part of a school's hidden curriculum. Over the course of 2 years, one class was observed by an ethnographer/evaluator approximately twice a week. Data collection included ethnographic interviews, participant observation, and site document collection. Analysis consisted of discovering a salient theme, identifying vignettes with conflict, examining one conflict vignette in detail, and finding and elaborating on a pattern of social interaction. Analysis suggests that fighting is a part of students' everyday lives; and that a recurrent pattern of perceived disrespect, exchange, and audience presence results in conflicts. The paper offers a detailed analysis and description of four conflicts, further discussion of theory and literature, as well as an overview of the implications for conflict mediation programs. Included are 5 figures and 88 references. (JB)

ED 351 400 UD 028 883

Speckhard, Gerald P.
Student Assessment of the Program at an Alternative High School for At-Risk Students.
PUB DATE- 20 Jan 92
NOTE- 26p.
LANGUAGE- English

Slavin, Robert E.; And Others
Success for All. Policy Implications. Report No. 35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Black Students; Cost Effectiveness; Economically Disadvantaged; *Educational Change; Educational Policy; *Elementary School Curriculum; Parent Participation; Policy Formation; Primary Education; Program Effectiveness; Public Schools; *Reading Instruction; *Remedial Reading; School Policy; Special Education; Tutoring; *Urban Schools
IDENTIFIERS- African Americans; *Baltimore City Public Schools MD; *Success for All Program

This publication describes the Success for All elementary school reading program and its outcomes as well as the policy implications of this program's demonstration that reading failure can be prevented. An opening section describes the program itself, which involves a combination of high quality teaching, engaging parents in supporting students' school success, and promptly intervening at signs of learning problems in a intensive and minimally disruptive fashion. Reading tutors, assessments, and academic plans all play a part in the program. The results are reported of individually administered tests on reading indicating that after 3 to 4 years of Success for All at schools with a nearly 100 percent African American population and 90 percent on free lunches, the program dramatically increased achievement, decreased special education assignments, and reduced retention in grade to near 0. These results can be replicated as the program is currently in place in 31 schools in 12 states. A second section describes the policy implications of the program based on costs, comparisons with other programs, and implications for compensatory and special education and school reform. Included are 47 references, 1 table, and 1 bar graph. (JB)

ED 351 419 UD 028 929

Epstein, Joyce L.; Mac Iver, Douglas J.
Opportunities To Learn. Effects on Eighth Graders of Curriculum Offerings and Instructional Approaches. Report No. 34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Academic Ability; *Academic Achievement; Adolescents; *Curriculum Design; *Grade 8; Heterogeneous Grouping; *Instructional Effectiveness; Junior High Schools; *Junior High School Students; Mathematics Instruction; National Surveys; *Outcomes of Education; School Effectiveness; Teaching Methods; Thinking Skills
IDENTIFIERS- National Education Longitudinal Study 1988

A study was done of the effects of school practices and curriculum offerings on eighth graders nationally. The study used data from the National Education Longitudinal Study of the same. The first step in any cost analysis is to determine the cost-center of analysis (the agency, department, programs, sets of programs, or program elements). The constant yardstick in effectiveness analysis is the desired outcome, but in benefits analysis, the constant yardstick is monetary value. Neither method is a panacea, but both are helpful in decision making. Six figures are included. Appendix 1 presents a cost categorization format. (SLD)

ED 351 342 TM 019 130

Swanson, Sue
Mixed Method Triangulation: Theory and Practice Compared.
PUB DATE- Apr 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; Comparative Analysis; *Evaluation Methods; Guidelines; Meta Analysis; *Nursing; Publications; *Researchers; *Research Methodology
IDENTIFIERS- Grounded Theory; Heterogeneity of Irrelevancy Assumption; *Mixed Method Triangulation

How nursing science researchers conducting mixed method triangulation are using the heterogeneity of irrelevancy assumption in practice was studied. Seven questions were developed to reflect the implications for practice of the heterogeneity assumption. Answers to these questions were obtained from 23 written cases (14 articles, 1 presentation, and 8 dissertations) of mixed method triangulation in nursing science published or conducted during 1980 through 1990. Data were analyzed using techniques from grounded theory. Primary analysis consisted of open coding and constant comparison to develop conceptual labels and more abstract conceptual categories related to each question. A second analysis involving selective coding and constant comparison is incomplete, but was intended to develop the hypothesis regarding the core nature of mixed method triangulation in nursing science. Results suggest that nursing science researchers are practicing a form of triangulation that does not conform to the directives and constraints of the heterogeneity of irrelevancy assumption. The concept of triangulation that they are practicing may be driven more by substantive than methodological concerns. Examples of rationales for method selection, meta-outcomes, and resolutions of divergent results may provide guidelines for practitioners of mixed method triangulation. An appendix lists the five mixed method purposes defined by J. C. Greene and others (1989). There is a list of 46 references. (SLD)

ED 351 343 TM 019 144

Gray, Patrick
District-Level Perspective on Innovative Approaches in Performance Appraisal: Integration and Refinement.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Evaluators; Higher Education; *Licensing Examinations (Professions); Pilot Projects; *Scoring; Secondary School Teachers; Simulation; Site Analysis; Situational Tests; *Teacher Certification; Teacher Education; Teacher Evaluation; *Test Construction

IDENTIFIERS- Subject Content Knowledge; Teacher Candidates; *Teacher Competency Testing

The Assessment Development Laboratory for the National Board for Professional Teaching Standards is developing a certification process with the three components of school site documentation, a content knowledge examination, and assessment center exercises. Activities involved in the development of the exercises and their scoring are described. The assessment center method is a process that includes: (1) standardized assessments based on multiple scores of candidate evidence; (2) multiple trained assessors; (3) judgments about evidence based, in part, on simulation exercises; and (4) judgments pooled by assessors or by statistical integration. A major consideration in developing the exercises was the representation of the exercises to teaching. Six dimensions of teacher tasks were identified, and each exercise was designed to elicit evidence on at least three dimensions. Exercises were also designed to elicit pedagogical reasoning and action. Resource needs for assessment administration were a further consideration. Four exercises are currently being developed, centering on cooperative group discussion, instructional analysis, planning instruction, and evaluating student learning. Small pilot tests (smoke tests) have been administered in the development process. A detailed analysis of each exercise illustrates the development process. (SLD)

ED 351 362          TM 019 177

Lester, Paula E.

Characteristics of Educational Administration Graduates: A Comparative Study 1974-1991.

PUB DATE- May 92

NOTE- 24p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Portsmouth, NH, May 6-8, 1992). For the 1987 study, see ED 307 725.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Characteristics; *Administrators; *College Graduates; Comparative Analysis; *Educational Administration; Elementary Secondary Education; *Graduate Surveys; Higher Education; *Internship Programs; Mail Surveys; *Profiles; Program Development; Questionnaires

IDENTIFIERS- Long Island University NY

Results of two studies, conducted in April 1987 and May 1991, of the graduates of the competency-based educational administration program of the Department of Educational Leadership and Administration (DELA) at the C. W. Post campus of Long Island University (New York) were compared. The DELA Graduate Questionnaire was mailed to graduates who were in the DELA program between 1974 and 1987 and between 1987 and 1991; 715 responses (44.7 percent response rate) were received for the first survey, and 297 responses (37.1 percent response rate) were received for the second survey. The typical DELA graduate from the first survey was a married male or female, aged 36 to 40 years, with 16 to 20 years experience in education, and 5 years or less in his or her present school unidimensionality. DIMTEST showed excellent power in detecting the lack of unidimensionality. Holland and Rosenbaum's approach and non-linear factor analysis approaches showed good power, provided the correlation between abilities was low. Four tables present study data, and there is a 46-item list of references. (Author/SLD)

ED 351 382 TM 019 214

Nandakumar, Ratna
Assessing Essential Dimensionality of Real Data.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 5 Aug 92
NOTE- 31p.; Paper to be published in "Applied Psychological Measurement."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Computer Simulation; Evaluation Methods; *Item Response Theory; Mathematical Models; *Psychological Testing; *Test Items
IDENTIFIERS- Ability Estimates; Data Sets; *Dimensionality (Tests); *DIMTEST (Computer Program); Stouts Procedure

The capability of the DIMTEST statistical test to assess essential dimensionality of the model underlying item responses of real tests as opposed to simulated tests was investigated. A variety of real test data from difference sources was used to assess essential dimensionality. Based on DIMTEST results, some test data are assessed as fitting an essential unidimensional model, while others are not. Essential unidimensional test data, as assessed by DIMTEST, are then combined to form two-dimensional test data. The power of Stout's statistic T is examined for the two-dimensional data. It is shown that the results of DIMTEST on real tests replicate findings from simulated tests in that the statistic T discriminates well between essential unidimensional and multidimensional tests and is also highly sensitive to major abilities while being insensitive to relatively minor abilities influencing item responses. Five tables present analysis results, and 38 references are included. (Author/SLD)

ED 351 383 TM 019 215

Nandakumar, Ratna; Stout, William
Refinements of Stout's Procedure for Assessing Latent Trait Unidimensionality.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 1 Aug 92
NOTE- 52p.; Paper to be published in the "Journal of Educational Statistics."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Simulation; *Computer Software; Equations (Mathematics); Estimation (Mathematics); Guessing (Tests); Hypothesis Testing; *Item Response Theory; *Mathematical Models; *Psychological Testing; Statistical Significance; *Test Items
IDENTIFIERS- American College Testing Program; Armed Services Vocational Aptitude Battery; Binary Response; DIMTEST (Computer Program); *Stouts Procedure; *Unidimensionality (Tests)

A detailed investigation of the statistical procedure of W. Stout (the computer program DIMTEST) for testing the hypothesis that an essentially unidimensional latent trait model fits observed

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compensatory Education; *Curriculum Evaluation; *Dropout Prevention; *High Risk Students; High Schools; High School Students; Individualized Instruction; Interviews; *Nontraditional Education; *Program Evaluation; *Student Attitudes

An evaluation of an alternative program for at-risk high school students offered in the Porter County (Indiana) school system is described in this report. The evaluation was based on student assessments of the program, obtained through use of an interview format. The program, which provides instruction in basic subject areas required for graduation is one in which programs are individualized, courses can be started and completed at any time, grades are not awarded, and credit is given for successful completion. The interviews were conducted in the program's second year, 1991, during which 62 of the 72 participating students were interviewed. Prior to the interview, each student was identified by the school staff as either hardworking, performing satisfactorily, or doing poorly. This identification was done to enable evaluators to learn about any differences in responses among these three categories of students. The interview covered the following topics: (1) reasons for attendance; (2) future plans; (3) program assessment; (4) faculty assessment; (5) assessment of other students; (6) assessment of program's unique aspects; and (7) comparison with home schooling. The results show that students were generally supportive of the program (girls somewhat more than boys), individualized instruction was well received, teacher interaction was very positive, and most of the students supported the non-grading format. Overall, the results indicate that at-risk students who were in jeopardy of not completing high school are now in the process of doing so and are happy with the process. Included are the interview instrument and 16 tables. (JB)

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ED 351 401          UD 028 884

Frazer, Linda
Dropout Report, 1990-91.
PUB DATE- Dec 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cohort Analysis; Dropout Characteristics; *Dropout Rate; Dropout Research; Educational Trends; Graphs; *Longitudinal Studies; Minority Group Children; School Districts; *School Statistics; School Surveys; Secondary Education; *Secondary School Students; Tables (Data); Trend Analysis
IDENTIFIERS- *Austin Independent School District TX

This report contains the school-year and annual dropout counts for the Austin (Texas) Independent School District (AISD) for 1990-91 and trends and comparison data from the previous 8 years. Also reported are the current status of entering ninth graders from 1983-84 through 1990-91 and the current status of entering seventh graders from 1984-85 through 1990-91. The data were obtained from the Secondary Student Longitudinal File, a computerized data base of the AISD. The bulk of the document presents the data in tables with explanations. The following are the major findings: (1) overall, the 1990-91 high school

1988, a survey of 24,600 eighth graders in 1,035 public and independent schools as well as the Hopkins Enhancement Survey of school practices. The results reveal that in many schools students are not offered real challenges in advanced academic courses and have few opportunities to experience rich instructional approaches that develop higher level skills. However, when these opportunities to learn are extended, students of all levels of ability benefit in higher achievement and more positive attitudes. Other findings include the following: (1) students in homogeneously grouped algebra classes, regardless of the ability level of the class, perform better than do students in heterogeneous algebra classes; (2) heterogeneous grouping in English classes does not disadvantage high-, average-, or low-ability students; (3) opportunities to learn through frequent experiences with high level instructional approaches influence eighth graders' achievements and attitudes; and (4) generally, the results suggest the need for greater equity in access to advanced curriculum offerings and challenging instructional approaches for all students. Included are 11 tables, 1 figure, 2 appendixes with 2 tables, and 30 references. (JB)

ED 351 420 UD 028 930

Millsap, Mary Ann; And Others
The Chapter 1 Implementation Study. Interim Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 266p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Administrator Attitudes; *Compensatory Education; Economically Disadvantaged; Educational Change; Elementary Secondary Education; Federal Legislation; *Federal Programs; National Surveys; Parent Participation; Program Descriptions; *Program Implementation; Program Improvement; Public Schools; *Remedial Instruction; *School Surveys
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This interim study was conducted to provide descriptive and analytic information about Chapter 1 program operations during the second year of implementation of the Hawkins Stafford Act amendments to the Elementary and Secondary Education Act. Data were collected through a mail survey administered to Chapter 1 coordinators in 1,600 school districts, with an overall response rate of 88 percent. Additional information was obtained through on-site interviews in a nested sample of 9 states, 27 districts, and 54 schools. Findings indicate that the program improvement process that provides leverage for school change by holding schools accountable for student growth should continue, but two weaknesses are the inaccuracy of the identification process and a significant underestimation of the magnitude of the needed program improvement effort. Findings on schoolwide projects indicate a real sense of excitement in some high poverty schools, although accountability requirements and parent involvement components were not well implemented. Data also indicate that procedures for identifying students who had not made gains for 2 consecutive years were weakly implemented. Finally, visits to sites and state coordinators indicated that state Chapter 1 coordinators have difficulty exercising programmatic leadership. Included are 56 exhibits; and 3 appendixes containing the district survey, information on the

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Cooperation; Educational Improvement; Educational Innovation; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Peer Evaluation; Research Utilization; School Administration; *School Districts; *Secondary School Teachers; Summative Evaluation; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Dade County Public Schools FL; *Performance Based Evaluation

The Dade County (Florida) Public School System is replacing its Teacher Assessment and Development System (TADS), initiated in 1982, with systems that draw on recent research, link teaching skills to school improvement, and recognize and reward advanced pedagogy. The comprehensive approach will integrate subordinate and peer assessment through a dual focus on teaching and administrative contributions to school improvement. Independent of the TADS monitoring system, a Peer Intervention and Assessment Program (PIAP) is to be piloted in 1992-93. This formative and collaborative approach is, of necessity, linked to the summative realities of evaluation. The TADS was a ground-level instrument to assess teacher performance in the classroom. The refinements that are proposed must: (1) assess performance above the minimum level; (2) relate performance behaviors to the teaching of thinking skills and the use of higher order questions; (3) use current research and data on effective practice; and (4) assess advanced pedagogical techniques. The diversity of student clients and the contributions of educational professionals compel the use of multiple assessment systems. School improvement must be the forum within which instructional and administrative contributions are measured. (SLD)

ED 351 344 TM 019 145

Trendafilov, Nickolay T.
Vector Majorization Technique for Rotation to a Specified Simple Structure.
SPONS. AGENCY- National Opinion Research Center, Chicago, Ill.
PUB DATE- Jul 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Psychometric Society (Columbus, OH, July 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equations (Mathematics); *Factor Structure; *Mathematical Models; *Psychological Testing; Psychometrics
IDENTIFIERS- Eigenvectors; *Procrustes Rotation; Target Matrix; *Vector Majorization Technique

In the technique developed by K. G. Joreskog to solve the problem for oblique rotation to a specified simple structure, the basic concept is that the simple structure solution itself is determined only by the zero coefficients of the reference-structure matrix and not by the coefficients of non-zero magnitude. Following this, prior information about the desired simple structure is taken into account to impose zeros on some of the factor loadings. This way an n x r target matrix H is built with the zero elements specified and the others unspecified. This specific Procrustean rotation involves r eigenproblems. When prior information for the desired solution is not available, additional efforts are required to construct position. The DELA professional diploma was the highest degree to date. Half of the graduates had changed positions since completing the program, but most were in the same school district. About half were assistant principals or chairs of their departments. The typical 1987-91 graduate was a married female, aged 41 to 45 years, with equivalent experience and tenure. She was more likely to be in the same position, while seeking an administrative position. About two-fifths held administrative positions as department chairs or coordinators. The effects of these changes in graduates on program development must be examined. Seventeen tables are included. The 13-item 1991 DELA Graduate Survey is provided in Appendix A. (SLD)

ED 351 363 TM 019 179

Jacobs, George M.
Foundations of Cooperative Learning.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Hawaii Educational Research Association (Honolulu, HI, January 9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behaviorism; *Cognitive Processes; *Cognitive Psychology; Comparative Analysis; *Cooperative Learning; Educational Philosophy; *Educational Theories; Elementary Secondary Education; Group Dynamics; *Social Psychology
IDENTIFIERS- Dewey Model; Gestalt Psychology; *Humanistic Psychology

Five cooperative learning methods are described with the theories that support them. The five methods are: (1) Group Investigation (GI), developed by S. Sharan and others; (2) Jigsaw, developed by E. Aronson and others; (3) Student Teams Achievement Divisions (STAD), developed by R. E. Slavin and others; (4) Learning Together, developed by D. W. Johnson and R. T. Johnson; and (5) MURDER, developed by D. Dansereau and others. GI is rooted in the philosophy of J. Dewey and humanistic psychology. Jigsaw and Learning Together derive from social psychology, mainly Gestalt and group dynamics, while STAD is influenced by behaviorism, and MURDER is based on cognitive psychology. Each approach is examined for its conceptual foundations. Although there are important differences between the philosophies and theories of learning underlying various cooperative learning methods, the methods are not mutually exclusive. One way to integrate these methods is by modifying them to increase areas of commonality. (SLD)

ED 351 364 TM 019 180

Becker, Betsy Jane
Missing Data and the Synthesis of Correlation Matrices.
PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; College Entrance Examinations; *Correlation; Equations (Mathematics); *Estimation

binary response data from a psychological test is presented. One finding is that DIMTEST may fail to perform as desired in the presence of guessing when coupled with many high-discriminating test items. A revision of DIMTEST is proposed to overcome this limitation. Also, an automatic approach is devised to determine the size of the assessment subtests. Further, an adjustment is made on the estimated standard error of the statistic on which DIMTEST depends. These three refinements result in an improved procedure that is shown in simulation studies to adhere closely to the nominal level of significance while achieving considerably greater power. Finally, DIMTEST is validated on real data sets from the Armed Services Vocational Aptitude Battery (1,984 and 1,961 examinees) and the American College Testing program (2,491 and 2,494 examinees). Seven tables present analysis results, and 46 references are included. (Author/SLD)

ED 351 384 TM 019 216

Nandakumar, Ratna
Simultaneous DIF Amplification and Cancellation: Shealy-Stout's Test for DIF.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 15 Aug 92
NOTE- 39p.; Paper to be published in the "Journal of Educational Measurement."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Comparative Testing; Computer Simulation; Computer Software; Equations (Mathematics); Females; *Item Bias; Males; *Mathematical Models; Racial Differences; *Research Methodology; Sex Differences; Test Interpretation; Test Items; *Test Results; White Students
IDENTIFIERS- American College Testing Program; *Amplification (Simulatenous Differen Item Func); *Cancellation (Simultaneous Differen Item Func); National Assessment of Educational Progress; SIBTEST (Computer Program)

The phenomenon of simultaneous differential item functioning (DIF) amplification and cancellation and the role of the SIBTEST computer program in detecting it were studied. A variety of simulated test data was generated for this purpose. In addition, the following real test data were used: (1) American College Testing program data for 2,115 males and 2,885 females in mathematics; (2) National Assessment of Educational Progress (NAEP) history test data for 1,225 males and 1,215 females; and (3) NAEP data for 1,711 whites and 447 blacks. The results from both simulated and real data, as the theory of R. Shealy and W. F. Stout suggests, show that SIBTEST is effective in detecting DIF amplification and cancellation (partially or fully) at the test score level. Finally, methodological and substantive implications of DIF amplification and cancellation are discussed. Ten tables present analysis results. (SLD)

ED 351 385 TM 019 218

Brown, Robert S.; And Others
The 1991 Every Secondary Student Survey: Initial Findings.
PUB DATE- May 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires,

annual dropout rate (9.8 percent) is the lowest in 8 years, although the rates for the last 3 years for blacks have been the highest of the last 8 years; (2) the 1990-91 7th-8th grade annual dropout rate (4.9 percent) is the lowest in the last 7 years and continues the pattern of steady annual decrease; (3) the group who entered 9th grade for the first time in 1987-88 has now been followed for 4 complete years and 24.4 percent has dropped out; and (4) of the 5 cohorts of first-time 7th graders being tracked, the 1989-90 cohort's 2-year dropout rate of 5.3 percent is the lowest. Included are 34 references. (JB)

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ED 351 402          UD 028 889

Opening up the Mathematics and Science Filters: Our Schools Did It, So Can Yours! A Nine Step Guide to Increasing Minority Student Participation in Mathematics and Science.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; Educational Change; *Educational Opportunities; Elementary Education; *Mathematics Instruction; *Minority Group Children; Principals; *Program Implementation; Public Schools; School Counselors; *Science Instruction; Student Attitudes; *Student Participation; Teacher Attitudes; Urban Schools
IDENTIFIERS- District of Columbia Public Schools; Montgomery County Public Schools MD; Prince Georges County Public Schools MD

This publication is a practical guide to implementing the Mathematics, Science, and Minorities: K-6 (MSM: K-6) Project, a program to increase minority student participation in mathematics and sciences in the kindergarten through sixth grade levels. The guide is organized into five parts. Part 1 is an introduction that explains why minority participation in mathematics and sciences is important, describes how this particular project began, notes typical obstacles to be overcome, and describes project components. Part 2 contains four testimonials from different schools that have implemented the project in the District of Columbia metropolitan area. Two accounts are told from the teacher's point of view, one is a principal's reflection, and the other is told from the guidance counselor's point of view. Part 3 is the key section that describes a nine-step implementation process (determining the nature of the problem, deciding how to get started, developing goals, identifying leadership teams, developing intervention plans, implementing a staff development program, implementing a school-based intervention plan, disseminating and institutionalizing, and evaluating). Part 4 offers reflections on what might have been done differently at locations where the program is in place. Part 5 is a summary. Four appendixes contain research study information, a list of project consultants, a checklist for reformers, and first year reflections. (JB)

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ED 351 403          UD 028 906

Mehan, Hugh; And Others
Untracking and College Enrollment. Research Report: 4.

study methodology, and 17 back-up tables. (JB)

ED 351 421          UD 028 931

Kaufman, Phillip; And Others
Dropout Rates in the United States: 1991.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 166p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; Cohort Analysis; Data Collection; Demography; Dropout Characteristics; *Dropout Rate; Educational Trends; Graduation; High School Graduates; High Schools; *High School Students; *National Surveys; Population Trends; School Holding Power; *School Surveys
IDENTIFIERS- Current Population Survey; National Education Longitudinal Study 1988; Time Series Analysis

This fourth annual report presents data for 1991 on high school dropout and retention rates, along with time series data for the period from 1972 to 1991. The report also examines high school completion and graduation rates and includes a discussion of new data collection efforts that have direct bearing on issues of high school dropouts and graduates. The data are from the Current Population Survey to develop national event and status dropout rates; 1990 Decennial Census data to develop status dropout rates for states, counties, and large cities; and the National Education Longitudinal Study of 1988 for developing 8th- through 10th-grade cohort dropout rates. Dropout rates are presented separately for persons with different levels of income. Detailed status rate data on educational and generational levels of Hispanic American dropouts are also included for the first time. The report also contains new data on the cohort dropout rates for eighth-graders who dropped out of school between 1988 and 1990. Included is a detailed examination of high school completion and graduation rates. The report presents data, with comments and analyses, in 24 tables and 16 figures. Three appendixes contain 46 time series and standard error tables, technical notes with 2 tables, and 2 tables of 1990 Census data on dropout rates. (JB)

ED 351 422          UD 028 932

Casserly, Michael
National Urban Education Goals: Baseline Indicators, 1990-91.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Sep 92
NOTE- 246p.; Small type in some graphs and against shaded backgrounds will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Demography; Educational Change; Educational Environment; Educational Finance; *Educational Objectives; Educational Quality; Elementary Secondary Education; Institutional Characteristics; *National Norms; *Public Schools; School Statistics; Student Characteristics; Teacher Effectiveness; Teacher Qualifications; *Urban Schools

a target. A new strategy is proposed for this purpose, applying the technique of vector majorization. The constructed target matrix H has the same form as in Joreskog's work, but with all elements specified (both zeros and non-zeros), which transforms Joreskog's specific Procrustean rotation into a normal Procrustean rotation that enables the application of any well-known procedure for Procrustean rotation, and thus, avoiding the eigenproblems. A slightly different problem can also be solved when only the number of zeros in the target is known. All computational examples are based on 24 psychological tests of Holzinger and Harman. There are seven tables of example data. (SLD)

ED 351 345 TM 019 147

Koretz, Daniel
The Vermont Portfolio Assessment Program: Interim Report on Implementation and Impact, 1991-92 School Year. Project 3.2: Collaborative Development of Statewide Systems. Report of Year 1 Vermont Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Elementary School Teachers; Grade 4; Grade 8; Intermediate Grades; Junior High Schools; Mathematics Achievement; Pilot Projects; *Portfolios (Background Materials); Principals; Program Evaluation; Program Implementation; Questionnaires; *Secondary School Teachers; *State Programs; *Student Evaluation; Test Use; Writing Evaluation
IDENTIFIERS- Administrator Surveys; *Performance Based Evaluation; Teacher Surveys; *Vermont

Since 1988, Vermont has been developing a state assessment program, the centerpiece of which is the student portfolio and "best pieces" drawn from it. The state's use of portfolio results will be limited to reporting aggregates, but within schools, teachers and principals may use the portfolios as they choose. The assessment program, which encourages the adoption of higher standards as it coexists with Vermont's tradition of local control and innovation, currently includes mathematics and writing at grades 4 and 8, and will eventually encompass a broader range of subjects. Pilot implementations of these programs were carried out in the 1990-91 school year. This interim report describes preliminary results from 4 data collection efforts related to mathematics portfolios: (1) questionnaires sent to 40 fourth-grade and 40 eighth-grade mathematics teachers in pilot schools (18 percent response rate); (2) questionnaires completed by 8 mathematics portfolio raters in 1990-91; (3) teacher questionnaires from 172 teachers (83 percent response rate) in 1991-92; and (4) interviews with 77 principals in 1991-92. Teacher and administrators responses concerning the use of portfolios will be incorporated into later studies. Teachers reported several positive effects on instruction and learning. Three appendixes provide a description of the study samples, the year 2 principal interview and instructions, and the year 2 teacher questionnaire. (SLD)

ED 351 346 TM 019 148

(Mathematics); High Schools; High School Students; *Mathematical Models; Mathematics Tests; *Matrices; Meta Analysis; Sample Size; Scores; Spatial Ability; *Synthesis; Verbal Tests
IDENTIFIERS- EM Algorithm; *Missing Data; Scholastic Aptitude Test

Analyses for results of a series of studies examining intercorrelations among a set of as many as p 1 variables are presented. Several estimators of a pooled or average correlation vector and its variances are derived for cases in which some studies do not report complete correlation matrices. A test of the homogeneity (consistency) of the correlation matrices is also given. Data from a synthesis of relationships among mathematical, verbal, and spatial ability measures illustrate the procedures. These data are taken from 10 samples (sample sizes 74, 153, 48, 55, 51, 18, 27, 43, 35, and 34, respectively) from 4 studies exploring the relationship of spatial ability to Scholastic Aptitude Test scores for high school or junior high school students. The empirical Bayes procedure (based on the EM algorithm) involves no data loss and is recommended if it is reasonable to assume that the unobserved correlations are missing at random. Three tables present illustrative data. (Author/SLD)

ED 351 365 TM 019 184

Holt, Daniel D., Ed.
Alternative Approaches to Assessment and Evaluation in Family English Literacy Programs. Field Test Edition 1992.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Data Analysis; Data Collection; *Educational Assessment; *Evaluation Methods; *Family Programs; Field Tests; Guides; Interviews; Limited English Speaking; *Literacy Education; Models; Program Development; *Program Evaluation; Program Implementation; Questionnaires; Test Use
IDENTIFIERS- *Alternative Assessment; *Family Literacy; Performance Based Evaluation

This document is a guide to the use of alternative assessments (surveys, interviews, observation measures, and performance samples) in a family literacy project. This resource guide focuses on using alternative approaches to identify learners' needs, determine learners' ongoing progress in meeting project objectives, ascertain overall success of the project, give staff immediate and relevant feedback, enable learners to assess their own development, and meet guidelines contained in Title VII of the Elementary and Secondary Education Act. Chapter 1 contains an introduction to family literacy and presents some of the special evaluation issues related to implementing literacy programs. Chapter 2 presents a model for integrating program planning, implementation, and evaluation. Chapters 3, 4, and 5 illustrate the three phases of assessment and evaluation. Chapter titles and authors are: (1) "Introduction to Alternative Approaches to Assessment and Evaluation" (D. D. Holt); (2) "Integrating Program Planning,

Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Black Students; College Bound Students; Educational Environment; *Enrollment; Equal Education; Extracurricular Activities; Foreign Countries; High Schools; *High School Students; Limited English Speaking; *Minority Group Children; Questionnaires; School Demography; School Districts; *School Surveys; *Student Characteristics
IDENTIFIERS- Asians; *Student Surveys; *Toronto Board of Education ON

The Toronto (Canada) Board of Education has conducted system-wide surveys of its students seven times since 1970. This document is the first report of the 1991 data, and includes comparisons with 1987 data. All secondary school students were asked to fill out one of two forms of the survey questionnaire. Both forms asked for identical demographic information, but slightly different versions of questions about school-related areas were asked. One-fifth of the students are aged 19 years or older, when all-adult programs were excluded. The proportion of students whose native language is not English has increased from 33 percent in 1987 to 45 percent in 1987, and the proportions of Black and Asian students have increased from 7 and 9 percent to 24 and 30 percent, respectively. Most students indicate satisfaction with their schools in response to questions about school climate, including equal treatment regardless of race or ethnicity, friendliness, and encouragement and support. Over half of the students participate in extracurricular activities, and the majority do not have jobs. Overall, about three-quarters aspire to postsecondary education, with about half planning on attending college. Two tables and 26 figures present information about Toronto students. An appendix contains Form A and Form B of the survey questionnaire. (SLD)

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ED 351 386 TM 019 219

Koretz, Daniel M.; And Others
National Educational Standards and Testing: A Response to the Recommendations of the National Council on Education Standards and Testing. Congressional Testimony.
PUB DATE- 19 Feb 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Cost Effectiveness; Curriculum Development; *Educational Assessment; Educational Change; Educational Objectives; Elementary Secondary Education; *National Competency Tests; National Programs; School Effectiveness; Scoring; *Student Evaluation; Test Bias; *Testing Problems; Test Results; Test Use
IDENTIFIERS- *National Council on Educ Standards and Testing; Standard Setting; Testimony

In January 1992, the National Council on Education Standards and Testing (NCEST) issued a report "Raising Standards for American Education," which called for the establishment of a national system of educational standards and assessments as a basis for comprehensive reform of U.S. education. This statement is a facsimile of the written testimony that was submitted to the House of Representatives subcommittee. The statement is presented as it appears in the Congressional record, with a preface and references added. It is contended that although the NCEST recommendations appear to be a matter of common sense, they are unlikely to work and may have serious side effects. The recommendations do not adequately address issues of

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 25p.; For Report Number 1, see ED 338 098.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *College Attendance; *Disadvantaged Youth; *Enrollment; Graduate Surveys; *Heterogeneous Grouping; *High School Graduates; Hispanic Americans; *Minority Group Children; Outcomes of Education; Program Effectiveness; Program Evaluation; Secondary Education; Track System (Education); Urban Youth; White Students
IDENTIFIERS- Language Minorities; *San Diego Unified School District CA

A study was done of the success of the San Diego (California) public school detracking program, Advancement Via Individual Determination (AVID), by measuring the students' college enrollment. The AVID program was developed as an alternative to compensatory education and remedial tracking for underachieving high school students, especially those from ethnic and linguistic minority backgrounds. The program placed low- and high-achieving students together in a rigorous academic program while providing students with strong social and academic supports. In particular, one academic period a day was devoted to AVID activities taught by a coordinator trained in collaborative teaching methods, inquiry approaches, and writing-to-learn techniques. The coordinator and aides provided the students with tutorial assistance in their academic subjects. Interviews were conducted with 144 AVID graduates from the classes of 1990 and 1991. Of the participants, 41 percent were Hispanic American, 12 percent were White, 28 percent were African American, and the remaining were of other minority groups. The findings reveal that 50 percent were enrolled in four-year colleges. The local average for four-year college enrollment was 38 percent and the national average was 39 percent. Included are 2 tables, 12 bar graphs, and 48 references. (JB)

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ED 351 404 UD 028 907

A Manual for Implementation of the Stewart B. McKinney Homeless Assistance Amendments Act: Title VII-B.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Affirmative Action; Agency Role; Board of Education Role; Children; *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; *Equal Education; *Federal Legislation; *Homeless People; *Program Implementation; Public Schools; School Role; State Programs
IDENTIFIERS- Amendments; Michigan; *Stewart B McKinney Homeless Assistance Act 1987

This manual is designed to be used to acquaint Michigan State school and community members with provisions and requirements of the Steward B. McKinney Homeless Assistance Amendments Act of 1990. This act authorizes local and intermediate school districts to use competitive funding and to implement

IDENTIFIERS- Baseline Data; *Educational Indicators; *National Urban Education Goals; Progress Reporting

This report sets the 1990-91 baseline from which the nation's urban public schools will measure their progress on the six National Urban Education Goals. The report contains four major chapters measuring the status of urban schools using various indicators. The first chapter presents data on the demographics of city schools and compares those urban characteristics to the nation at large. The second chapter is divided into six parts, each devoted to one of the National Urban Education Goals and each presenting data aggregated across all urban school districts for the 1990-91 school year. The third chapter presents data on various characteristics of urban public schools that might be of general interest. The fourth chapter presents data on the revenues and expenditures of urban schools, with comparisons to national averages. These chapters are followed by a chapter that describes data strengths and limitation, summary of future plans, keyed to the content of the previous chapters. Finally, the report contains city-by-city profiles with data on demographics, the six goals, system characteristics, and funding. At the end are two fold-outs: the first shows aggregate data across all the Great City Schools and the second shows data on national averages. Included are 6 tables, 98 figures, and footnotes describing the tables and figures. (JB)

ED 351 423 UD 028 951

Burt, Martha R.
Alternative Methods To Estimate the Number of Homeless Children and Youth. Final Report. Research Paper.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; *Children; Cost Estimates; *Data Collection; *Disadvantaged Youth; Economically Disadvantaged; Federal Legislation; Federal Programs; *Homeless People; Incidence; *National Surveys; Research Design; *Research Methodology; Statistical Data
IDENTIFIERS- Shelters; Stewart B McKinney Homeless Assist Act Amend 1990; Stewart B McKinney Homeless Assistance Act 1987

This report presents the results of a federally mandated study done to determine the best means of identifying, locating, and counting homeless children and youth, for the purpose of facilitating their successful participation in school and other educational activities. Several alternative approaches to obtaining consistent national estimates of the number of homeless children and youth, their educational needs, and their living situations are examined. These methodologies were designed to be implemented at the national level. This document describes possible data sources and information needs; four practical alternatives for the design of national estimation studies (the best of which involves primary data collection with service using and non-service using street homeless people, plus additional questions attached to an on-going national survey); cost estimates for various methods, for combinations of methods, and for a special study to enumerate homeless street youth; methods of obtaining annual estimates

Stefonek, Tom; And Others
Alternative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Assessment; *Educational Change; Educational Objectives; Educational Research; Elementary Secondary Education; *Evaluation Methods; Measurement Techniques; *State Programs; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Interactive Teaching; *Performance Based Evaluation; Reform Efforts

This special double issue focuses on the issue of alternative assessment and its place in educational reform. "Alternative Assessment: A National Perspective" (T. Stefonek) emphasizes that the fundamental purposes of new assessment methods are grounded in educational goals, meaningful outcomes, and curricular and instructional programs promoting life-long student learning, rather than in the measurement process. An emerging question is whether complex, realistic, and time-consuming measures can be used in traditional ways to evaluate all students on a statewide basis. Authentic assessment will be truly authentic when it has progressed to the point where outcomes, curriculum, instruction, and student evaluation are integrated to meet society's educational needs and provide evaluation information. Next, the section, "Regional Actions and Agendas," presents a summary of state assessment initiatives. A Guest Commentary, "The Golden Age of Assessment" (E. Roeber), a review of new forms of assessment is presented along with two other commentaries: (1) "Assessment: More than a Tool--A Driving Force in Educational Reform" (N. Fulford), a discussion of educational changes that must accompany alternative assessment; and (2) "An Opportunity for Interactive Teaming" (E. Rose), a discussion of ways to further the collaboration and school inclusion movements of the 1980s. (SLD)

Implementation, and Evaluation" (D. Ramirez); (3) "Initial Assessment: First Step to Success" (K. Graham); (4) "Assessing Ongoing Progress: Are We Progressing?" (H. S. Wrigley); and (5) "Collecting, Analyzing, and Reporting Alternative Assessment Results" (S. Gelardi). One figure and 29 sample handouts and survey forms are included. (SLD)

ED 351 366 TM 019 185

Grymes, John A.; Harwarth, Irene Baden
Historical Trends: State Education Facts, 1969 to 1989.
PUB DATE- Aug 92
NOTE- 216p.; For first edition, covering 1975-1985, see ED 297 483.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Charts; Comparative Analysis; Compensatory Education; Disabilities; Educational Finance; *Educational History; Educational Trends; Elementary Secondary Education; *Enrollment; Expenditures; High School Graduates; *National Surveys; *Public Schools; Public School Teachers; *School Statistics; *State Surveys; Tables (Data); Teacher Salaries; Teacher Student Ratio; Trend Analysis

For the second time, the National Center for Education Statistics has prepared a report that brings together comparable data concerning several key education characteristics, by state, region, and outlying area for a consecutive 21-year period. Characteristics examined in this report for public elementary education and secondary education include: (1) enrollment; (2) children with disabilities served under IDEA-B and Chapter 1 of the Elementary and Secondary Education Act; (3) regular high school graduates; (4) number of teachers and staff; (5) ratio of pupils to teachers and staff; (6) teacher salaries; and (7) expenditures. In addition to the multiple comparisons, the report presents percentage change comparisons at 20-, 10-, and 5-year intervals. Each of the tables in this publication is combined with two charts that show changes for each state in the 1970s and 1980s. Included are two sections: (1) public elementary education and secondary education (includes 16 tables and 32 charts); and (2) higher education (includes 25 tables and 50 charts). Three appendixes contain tables of data concerning the U.S. population in 1969-89, the estimated school-aged population for 1970-89, and selected price indices; a list of definitions; and a guide to sources. (SLD)

feasibility, fairness, validity, and reliability. Although the new standards are expected to be a common core, the NCEST does not explain why the proposed tests will not narrow the curriculum. Proposed innovative assessments have not yet been adequately tested, and many practical issues must be resolved. Many problems exist in building a set of assessments that will do all that the NCEST proposes. These problems concern the following areas: (1) providing diversity and protecting local initiative; (2) providing comparability of scores; (3) equity; (4) costs; and (5) gauging school effectiveness. While efforts to move ahead with a national debate on educational standards must be encouraged, several alternatives to the proposals must be discussed to ensure feasibility, validity, fairness, and desirability of new assessment programs. (SLD)

innovative laws, policies, and procedures that ensure a free and appropriate education for school-age homeless children and youth. The manual summarizes background information and provides a brief description of the impact of homelessness on the educational and social development of homeless children and homeless youth. The manual provides suggestions for achieving educational success for this population. In addition, the manual details the role of the State Board of Education and that of local and intermediate school boards. (JB)

ED 351 405          UD 028 908

Civil Rights, Diversity, and Accreditation. Hearing before the Human Resources and Intergovernmental Relations Subcommittee of the Committee on Government Operations, House of Representatives, One Hundred Second Congress, First Session (June 26, 1991).
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Advisory Committees; Affirmative Action; *Agency Role; Civil Rights; Educational Policy; *Ethnic Distribution; Federal Aid; Federal Regulation; Government Role; Government School Relationship; Higher Education; *Racial Balance; *Sex Fairness; Standards
IDENTIFIERS- *Diversity (Institutional); *Middle States Association of Colleges and Schools

A congressional hearing was held concerning the Department of Education's failure to grant recognition to the Middle States Association of Colleges and Schools, a higher education accrediting agency, because of that agency's approach to promoting diversity on college campuses. Following opening statements by the committee members, the hearing's only witness, Secretary of Education Lamar Alexander, testified. He began by noting that the review of Middle States was in process and by addressing the question of using diversity as a criterion for accrediting colleges and universities. He addressed the nature of the original charge to accreditation agencies, which was to assure academic quality standards, and not to check on the racial, ethnic, or gender mix of an institution. Secretary Alexander questioned the appropriateness of Middle States enforcing diversity standards. He also noted the power of these agencies as accreditation is linked to student and institutional federal funding. Following his statement, committee members questioned the secretary on particulars of the Middle States review. Included in the publication are the prepared statements of those present at the hearing as well as others not present, and documentation related to the issues of the hearing, including decisions, newspaper clippings, and correspondence. (JB) for homeless children and some youth; and scheduling issues for a national data collection effort. Included are six exhibits. An appendix contains bid specifications and instrument guidelines. (JB)

ED 351 424          UD 028 953

Lacy, Gary L.
Community-Based Organizations: Responding to the Needs of African American and Latino Youth.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Youth; *Community Programs; *Disadvantaged Youth; Economically Disadvantaged; High Risk Students; *Hispanic Americans; *National Programs; Potential Dropouts; Program Descriptions; Remedial Instruction; Urban Youth; Youth Employment; Youth Problems; *Youth Programs
IDENTIFIERS- African Americans; Latinos

This publication provides examples of diverse local initiatives that represent approaches to serving young people, particularly disadvantaged African Americans and Latinos. This report includes a forward emphasizing the background and current need for the types of programs highlighted, and an introduction that argues for the effectiveness of community-based programs. These sections are followed by profiles of selected local programs. Included is a table that offers a "snapshot" summary of 13 national and local programs, detailing numbers of affiliates, services, target group, and evaluations and accomplishments. Three thematic approaches differentiate the program descriptions. The first set of approaches includes school-based programs that focus on youth at risk of failing school. Services offered include counseling, remediation, and motivation. The second group includes programs that view youth as resources and engage young people in a variety of work and educational settings. Most importantly, young people contribute ideas and work actively to solve may problems that confront them in their community. The third group and theme are primary focus programs that emphasize self-sufficiency, and strengthening basic reading, computational, and literacy skills of out-of-school youth and poorly-prepared high school graduates. Each description describes how the program began and details its key features. (JB)

ED 351 425          UD 028 956

Lewis, Anne
Urban Youth in Community Service: Becoming Part of the Solution. ERIC/CUE Digest, Number 81.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Black Youth; *Citizen Participation; *Community Services; Federal Legislation; Low Income Groups; Minority

Abbott, Jeannie, Comp.
Primary Assessment Program Writing Moderation Booklets: A Report of the Survey of their Usage and Usefulness.
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